CHILD STUDY

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CONTENTS

Editorial - - - - - - - - - - - - - 2

The Science of Nutrition Furnishes the Basis for Child Feeding 3
by Louise Stanley

The Present Status of Intelligence Testing - - - - - - 6
by Morris Krugman

A Scientific Attitude Toward Feeding - - - - - - - 9
by C. Anderson Aldrich, M.D., and Mary M. Aldrich

Children's Eye Difficulties - - - - - - - - - - - 11
by A. L. Kornzweig, M.D.

Parents' Questions - - - - - - - - - - - - - 14

Suggestions for Study - - - - - - - - - - - - 16

Book Reviews - - - - - - - - - - - - - - 17

Books of the Year for Children - - - - - - - - - 18

Radio Programs - - - - - - - - - - - - - 25

News and Notes - - - - - - - - - - - - - 26

In the Magazines - - - - - - - - - - - - - 28

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HEADLINES

Parents look eagerly toward science for objective help in their children's development, and today particularly they seek new light on that tenuous yet all-important area concerned with the close relationship between emotional and physical factors in health and illness.

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Contributing views from the various fields of medicine and education are: Louise Stanley, Ph.D., Chief of the Bureau of Home Economics, U. S. Department of Agriculture; Morris Krugman, Ph.D., Chief Psychologist, Bureau of Child Guidance, Board of Education of the City of New York; C. Anderson Aldrich, M.D., and Mary M. Aldrich, authors of "Babies Are Human Beings." Dr. Aldrich is Chief of Staff of the Children's Memorial Hospital in Chicago; A. L. Kornzweig, M.D., is Senior Clinical Ophthalmologist at Mt. Sinai Hospital in New York, and instructor in Embryology of the Eye at the School for Post-Graduate Studies of Columbia University.

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The Winter issue of CHILD STUDY will contain highlights from the Child Study Association's Annual Institute on "Family Morale in a World at War," including the most significant material from the addresses of Governor Paul V. McNutt, Brigadier General Lewis B. Hershey, Mark A. McCloskey, Dr. David M. Levy, Susan Isaacs, Mrs. Franklin D. Roosevelt, and others.

SCIENCE AND COMMON SENSE

SCIENCE is constantly increasing our knowledge of childhood and child development. In the last century it has cut the infant death rate by enormous proportions. Knowledge of nutrition, immunization, serums, surgery, and general hygiene has saved countless lives. Now the new science of psychiatry is setting itself the ambitious task of tackling the age-old problem of human unhappiness. The relation between mind and body is moving up to the forefront of medical thinking.

PARENTS, of all people, have a right to ask what science knows about children, and especially about whatever information can be of use to them in their homes. At the same time, and contrary to this wish *to know,* there is apparent a parallel wish, *not to know.* It is interesting with what avidity the press and the public seize upon what they love to call "old-fashioned common sense" as the beginning and end of what is needed to rear children. They love nothing better than to hear that this is all it takes to bring up children, and to stop bothering. Common sense, to be sure, is a very desirable thing to possess, and there are many times when the lack of it is the only thing that is wrong. But this is not always the case. Uncommon sense—expert knowledge—has played the major part in human progress. Common sense is, in fact, ridiculously over-rated and usually by those who possess it least. By itself it would never have discovered that the world was round, or eliminated smallpox, or found that micro-organisms cause disease, or taught us to fly. All these discoveries, before they became acceptable, had to buck the common sense of the day which pooh-poohed them as absurd possibilities.

IT HAS become a truism to point out that with all the scientific advancements of our age, little has been done to adapt these discoveries to the inner emotional needs of mankind and so to increase expectancy of happiness along with expectancy of life. More and more we are recognizing that the problem of human unhappiness is the biggest problem with which the future has to cope. But it is not generally understood the extent to which this too must become a scientific problem. We are too used to thinking of it as a spiritual problem, or, especially today, as an economic one. In part, of course, it is deeply bound up with both of these, but there remains a large, mysterious residue of people whom neither religion, philosophy, nor the good things of life have saved from neurotic misery.

WE WOULD like, if we knew how, to raise children who are strong in spirit as well as in body. Our deepest hope is that parents will never leave off demanding that science shall regard this matter as its legitimate province, and that step by step it will place whatever knowledge it can in the hands of parents everywhere.

THE EDITORS

The Science of Nutrition Furnishes the Basis for Child Feeding

By LOUISE STANLEY

THE mother who sees that her child is well fed is, in a practical sort of way, doing her part to make his childhood dreams come true. For good food is a basis for good health—future as well as present. And good health is often a key to good jobs, to success in those jobs, and to a thorough enjoyment of living.

Since the beginning of time, mothers have been eager to learn about the kind of food their children need. But never before has it been as easy to get information on this subject as it is at the present time. For today, at long last, nutrition is recognized for the national and personal problem it is. Modern statesmen consider the feeding of a country as important in making it strong for defense as are guns and ammunition. Strong and alert nations, they realize, are built by strong and alert people. Strong and alert people are built by abundant and well-balanced diets. And the food a child gets today determines, in some measure, how strong and alert a citizen he will grow up to be.

That thinking men and women have come to be more and more concerned about the food this country is eating may be traced to two comparatively recent developments. One is that great advances in our knowledge of nutrition have made it clear that the food an individual eats fundamentally affects his health, strength, stamina, nervous condition, morale, and mental functioning. And food is of paramount importance to the normal growth, development, and health of children.

The second development is the progress made in finding out the nutritional status quo of our country through dietary surveys. Consensus of these surveys is that, in spite of our abundant resources, too many families in this country are not getting adequate diets.

Judging from one study conducted by the Bureau of Home Economics of the U. S. Department of Agriculture, at least one-third of the nation's families are nutritionally in a pretty bad way. Apparently they are living on diets that definitely are below the safety line for good nutrition. Thousands more are living on diets that just meet the minimum requirements to keep the body going. Only about one-third of all our families are getting diets that really can be classed as good—diets that provide an adequate margin of safety consistent with the "health plus" we want for our children.

Let's see what this means to a child in one of the families living on a diet below the safety line for good nutrition. Some of these children may be in your own community. If they are, to help them is definitely part of your responsibility in advancing the newer knowledge of nutrition.

Some of these children in low-income families are actually hungry, because they aren't getting enough to eat. Some of them may show signs of well-advanced deficiency diseases, such as rickets, scurvy, and pellegra. Some may have borderline cases of deficiency diseases which are hard for even a physician to detect.

But many more are suffering from hidden hungers that show up in more subtle ways. Getting along on poor diets for weeks at a time takes its toll in chronic fatigue, shifting aches and pains, and certain kinds of digestive disturbances. Inadequate diets prevent a child's normal growth and development. They lower his resistance to disease, destroy his sense of well-being and joy in being alive and able to do all the things a normal child wants to do.

No matter how the results of poor diets manifest themselves in these children, one thing is obvious—they all lack the "health plus" America's children rightfully should have.

To let children grow up on poor diets is certainly a short-sighted policy, either from the personal or the national viewpoint. But what can be done about it?

We find part of the solution in the same surveys that reveal the problems to be solved. Our study in the Bureau of Home Economics showed that while diets differed in various parts of the country, in general, one thing was universal. That is, when diets were poor or only fair they were low in certain minerals and vitamins, and sometimes in proteins of high

quality. Or, to put it another way, diets were most often deficient in certain "protective" foods which we have come to know contain these needed vitamins, minerals, and proteins.

Among the protective foods are milk and the green, leafy vegetables, eggs, and foods rich in the vitamins of the B-group, such as the less highly refined flours and cereals. Enriched white flour and bread have restored to them certain minerals and vitamins removed in milling. Fruits and vegetables rich in vitamin C also come in the protective class, as do lean cuts of meat, which are rich in B-factors and proteins of high nutritive value.

Rough estimates made from facts revealed by the survey show that people of the United States would do well to use twice the quantity of dairy products they use today, from one-fourth to three-fourths more tomatoes and citrus fruits, and about twice as much of the leafy, green and yellow vegetables.

But while this nationwide study teaches its lessons and points out our big problems, it does not tell the whole story. Every family has its own dietary problems. One family may be getting plenty of dairy products, but neglecting important whole-grain cereals. Another may be losing important food values because a careless cook throws vegetable juices down the sink or cooks them to death.

The easiest way to make sure a particular family is getting a good diet is to check that diet against a standard for a good diet. Basis for such a standard was set up last May at the National Nutrition Conference for Defense, held in Washington, D. C. At that conference eminent nutritionists from all over the United States adopted a yardstick for good nutrition —a goal toward which leaders in nutritions all agreed to aim in planning for better national nutrition.

This yardstick, in physical appearance, is nothing more than a table—a table which gives for persons in normal health the recommended daily allowances for the different food nutrients. The number of calories which the diet should supply is specified, and the allowances suggested for protein, calcium, iron, and the six best-known vitamins are given in scientific terms—grams, milligrams, or International vitamin units.

Naturally, for such a "yardstick" to be of help to homemakers it has to be interpreted in terms of common foods. And that is the job we in the Bureau of Home Economics, as well as nutritionists, doctors, and home economists all over the country, are doing. At the Bureau we express the yardstick in terms of diet plans, menu guides, and sample marketing lists.

To be of the most help to homemakers we keep these diet plans elastic. We give them in terms of food groups, so that they may easily be adapted to the particular foods available in different parts of the country and in different seasons of the year. We have worked them out at three cost levels—low, medium, and liberal. And we have worked them out for the whole family, making special mention of foods that are most important to children.

For each diet plan we draw from eleven main food groups, because we find this the easiest and surest way to make up a diet that is well balanced.

The food groups include: (1) milk in its various forms; (2) potatoes and sweet potatoes; (3) dry beans, peas, and nuts; (4) tomatoes, citrus fruits, and other vitamin C-rich food; (5) leafy, green and yellow vegetables; (6) other vegetables and fruits; (7) eggs; (8) lean meat, poultry, and fish; (9) flour, baked foods, and assorted cereals; (10) fatty foods, such as butter, margarines, lard, oil, vegetable shortenings, salt pork, and bacon; and (11) sugars, including jams, jellies, honey, syrups, and molasses.

Not all of these food groups are of equal importance. Some are valuable for only one nutritive element, others have many to offer. But all should be represented. In some groups of food there are more products that are economical sources of several nutrients than there are in others.

For instance, in diets at all cost levels, milk and cheese, tomatoes, citrus fruit, and other vitamin C-rich fruits, and the green, leafy vegetables need emphasis because of their many-sided values. If food money is limited, potatoes, dry beans, dry peas, soybeans, peanuts, and whole-grain or enriched cereals and breadstuffs should be used in generous amounts.

With plenty of money for food there may be liberal amounts of eggs, meats, vegetables, and fruits of all kinds. And in no diet should flavorful sugars and fats, inexpensive sources of calories though they are, be allowed to displace the foods that safeguard diets because of their minerals, vitamins, and protein of high quality.

"Eat what you want after you have eaten what you should," may be followed as a rule in supplementing milk, vegetables, fruit, eggs, and meat. Naturally, food should be appealing as well as nourishing. But if there must be strict economy the family have the right to know when they are paying primarily for nutritive values and when for other satisfactions.

To illustrate the way in which we present our recommendations for adequate diets, let me cite our low-cost plan.

The first item in the low-cost master plan is milk. This includes milk to drink, milk for cooking, and milk in the form of other dairy products. Every child gets three to four cups of milk a day, or its equivalent. Every adult gets two to three cups. Each expectant mother gets one quart, and a nursing mother one and a half quarts. It is more important to get the quantity of milk listed as necessary daily than it is to have milk in any special form. Canned and dried milk may often be used in cooking.

The next item is fruits and vegetables. Potatoes and sweet potatoes are called for about twice a day because they are economical sources of many of the food values specified in the nutrition yardstick. Dry beans, peas, and peanuts are called for two to four times a week, for the same reason. They are especially valuable as sources of iron and protein in low-cost diets.

Tomatoes, citrus fruit, or other vitamin C-rich foods are included at least five times a week. Every child under four is allotted one serving a day, every nursing mother one to two servings daily. Among economical other vitamin C-rich foods are raw cabbage and raw salad greens.

Leafy, green and yellow vegetables are served in a low-cost diet at least six times a week. And everyone in the family has three to four eggs weekly.

The diet plan provides six small servings of lean meat, fish, or poultry each week. There should be a cereal dish once a day, sometimes twice; bread in some form at every meal, and dessert once a day, if desired. Some of the cereals served should be the whole-grain kind, and the white flour and bread should be enriched, because otherwise they lack iron and other necessary minerals and vitamins.

A family of four—two moderately active grown-ups and two children of school age—can get meals that measure up to the yardstick of good nutrition for $6.50 to $9.00 a week by means of this low-cost master plan. The difference in the weekly cost depends upon the selections made within the different food groups. Farm families, of course, could get the same diet for much less outlay of cash by well-planned home production and home canning programs.

The chief thing to keep in mind in planning low-cost diets is that you cannot expect to get a lot of variety in the foods you buy. For when a diet is well rounded for a minimum amount of money, you have to rely heavily on certain basic foods that are economical sources of a number of different food values.

For that reason, good cooking becomes doubly important. Variety can be managed even in low-cost food assortments by varying the way a food is served from day to day and by imaginative seasoning.

No matter how much or how little is spent for food, however, the cooking and serving of attractive food is the final link between the diet plan and the reality of a well-nourished family. For good, appetizing food is what really "sells" good nutrition to the family. So does everything else that makes eating fun—cheerful table conversation, comradeship, and laughter. Most of all, it's food so good that the family eats it for the sheer joy of eating, not because it's "good for them." It's food attractively served, skillfuly planned, and well cooked. Unless meals have in them that element of human satisfaction they may go half-eaten. And, uneaten, even the best-planned food does not add up to a well-balanced diet.

Another way that good cooking plays its part in good nutrition is in the saving of food values. Many of the very vitamins and minerals sorely needed in diets today are thrown down the sink or cooked away by careless homemakers. To prevent these losses, the Bureau of Home Economics offers the following eleven rules:

Don't stir air into foods while they are cooking.

Don't put them through a sieve while they are still hot.

Don't use soda in cooking green vegetables.

When you boil foods, raise the temperature to the boiling point as rapidly as possible.

Use as little water as possible.

Don't use long cooking processes, such as stewing, when short methods are feasible.

Don't throw away the water in which vegetables have been cooked. Use it in making gravies, sauces and soups.

Prepare chopped fruit and vegetable salads just before you serve them.

Start cooking frozen foods while they are still frozen.

Serve raw frozen foods immediately after thawing.

After food is cooked, serve it at once.

A good diet is made up of many food values, each having its particular indispensable contribution to make. We in the Bureau of Home Economics feel that by giving our dietary suggestions in terms of common food groups, we eliminate the pointless confusion that is caused by too much talk of vitamins, minerals, calories, or any other one food value. All

(*Continued on page 28*)

The Present Status of Intelligence Testing

By MORRIS KRUGMAN

IN THE present world upheaval, the Battle of the I.Q. seems like a tempest in a teapot. The question of the existence of a psychological entity called intelligence, the question of its measurability by psychological tests and by the intelligence quotient, the validity of the quotient, of its constancy throughout life, and of its relationship to recognized forms of "intelligent" behavior—these and many similar questions that have occupied the attention of psychologists, educators, and parents for the past few years pale into insignificance in the light of world events.

In spite of world happenings, however, or perhaps because of them, questions dealing with youth and their education are of vital importance. In peace or in war, the selection of an educational program suited to the capacities and inclinations of the individual and the needs of the state, and the choice of an occupation based on similar criteria, must be given at least as much consideration as the army now gives to the selection of its officers, aviators, panzer divisions, and parachute troops. In the selection of war personnel, the best of the available scientific procedures are employed, and with profit. But in the educational or vocational guidance of children, academic psychologists and educators debate violently the theoretical basis of procedures whose usefulness is constantly being demonstrated in everyday-life situations.

The prevailing debate on the I.Q. is largely an academic one. Does the I.Q. measure "intelligence"? Yes and no. The answer depends entirely upon the point of view. No psychologist has, to date, defined "intelligence" to any other psychologist's satisfaction. And yet every layman knows, in a general way, what it is. Anyone can recognize intelligent or unintelligent behavior in extreme forms; but the psychologist encounters difficulties when he attempts to identify exact gradations and to separate one personality trait from others which constantly impinge upon it and which are coexistent with it. The skillful chemist can isolate a single element, compound, or substance, and study it apart from others. Psychology has not as yet developed a method of analysis that can segregate human traits in the way chemists isolate elements. These traits simply do not exist alone. In fact, if they did, they would not be the traits we now vaguely know. Intelligent behavior is colored considerably by emotions, by drives, by the physical condition of the subject, by environmental circumstances, and by many other factors. When we measure intelligence, we must allow for this. Failure to do so, coupled with naïve faith in a number like the I.Q. as an absolute measure of intelligence, leads us into trouble and is the basis of much of the current misunderstanding on the subject.

It may seem contradictory, in view of this statement, to claim that intelligence tests are nevertheless extremely valuable. Before discussing their value, distinction must be made between individual tests and group tests, as well as between individual tests administered by trained psychologists and those given by others.

Let us consider group tests first. Group intelligence and achievement tests, that is, those which can be administered to an entire class at once—or even to larger groups under certain circumstances—have become so essential an aspect of modern education that most educators would not do without them today. But, like so many other useful instruments, they can be harmful as well as beneficial, depending upon the way they are used. No educator who understands his business would, for example, rely solely upon an I.Q. obtained from one such test. He would obtain scores on at least two standard tests and, in addition, use achievement test scores, teachers' judgments, and other available evidence before coming to a conclusion about a child's ability to do school work. Used in this way, group tests serve the double purpose of supplying objective support for more or less subjective evidence when the test results agree with that evidence; or, when agreement is not close, of indicating that all is not well and that further individual study of the situation is needed.

Even if used in the best possible way, however, the group test does not yield a measure of intelligence. It yields a score which, in most cases, correlates closely with academic achievement, provided that interfering factors are not present. If a child is ill, or emotionally disturbed, or hard of hearing, his school achievement or his test score may not do him justice. One can readily see how important it is to investigate significant disagreements between test scores and school work.

The reader may be puzzled by the statement that a group "intelligence" test does not yield a measure of intelligence. The fact is that the I.Q. is improperly

used in connection with group tests; that ratio between mental age and chronological age was specifically devised for use with the individual test, and is improperly, though frequently, associated with the group test. The authors of group tests have been among the most prominent of those who stress this point, but the warning goes unheeded by many educators. Group intelligence tests would be more properly called academic aptitude tests; and if the I.Q. were discarded in connection with them, much of the present confusion would be dispelled.

Individual intelligence tests are another matter. These highly specialized instruments are designed for use only by trained clinical psychologists. The person who obtains test material and a test manual and administers the test without adequate training, is like the person who obtains a medical book and practices medicine without training. Such a tester may even obtain satisfactory I.Q.'s, but his interpretations are bound to be erroneous. The I.Q.'s in such cases, even if correct, are worth no more than group test I.Q.'s. Only training and wide experience can enable the tester to recognize those elements which disturb the test results. The I.Q. is the least important of the results of adequate psychological testing. It is only a convenient rough approximation of a composite estimate of many types of abilities. Two identical I.Q.'s are not only not identical, but they may not even be remotely similar. The many abilities that go to make up the blanket score known as the I.Q. must be analyzed and interpreted, and this cannot be done by rule of thumb. The individual intelligence test is an intensive clinical study of the particular child and, in a clinical situation, is almost never used alone. A great variety of procedures are employed to supplement it and much supporting evidence is obtained for the interpretation arrived at.

CONSIDER, for example, the cases of two children, each aged ten, who were examined individually by a promising, trained but inexperienced, student psychologist. Both were examined the same week, and the I.Q.'s obtained were within two points of each other, 50 and 52. Since the interpretation chart in the text book classified these results in the feebleminded category, the children were so listed. Study of the test results, however, revealed that the two children were no more alike than if one had achieved an I.Q. of 50 and the other 100. While one functioned almost entirely on the five- and six-year level, the other had successes at levels as high as eleven and twelve after failing some tests at years five and six. A competent clinical psychologist was able to recognize the first child as a candidate for a special class for mentally retarded children, while the other showed many signs of a neurological disturbance, probably a brain lesion. Neurological examination proved this to be the case, and the program of treatment developed for this child was radically different from that for the first child.

What, then, is the value of the I.Q.? The writer does not wish to defend the I.Q. because he believes, as do a great many psychologists who use it, that, if the public would permit its elimination from the psychologist's and educator's vocabulary, the atmosphere would be considerably clarified. Most psychologists would prefer to use other measures based on relative scores or on the position of the intelligence test scores on the normal distribution curve; but this is a matter that cannot be gone into here. I do believe, however, that, in spite of its well-known weakness, the I.Q. is an extremely useful device, even as used today, its value depending more upon the training, experience, and competence of the person interpreting it than upon the constancy of the number *per se*.

Examination of the psychological literature dealing with the controversy over the I.Q. and intelligence tests reveals that much of the research has been very loose, and the evaluating procedures, especially statistics, of doubtful application. In some cases, for example, verbal tests were used at one time, and nonverbal tests at others. Such a procedure can prove anything or nothing.

Often extraneous influences were not kept relatively constant. More often, however, research results were not valid because test results of very young children, tested with preschool tests, were compared with test results at a much later age. It is generally accepted that intelligence tests are particularly weak for children under three or four years of age, and that the predictive value of this type of test increases in later years. Test results are most reliable, that is, most consistent, between the ages of seven and fourteen. And yet, the most publicized reports of test discrepancies deal with results of preschool testing.

Even in this area, however, there is much disagreement. One authority, for instance, proves by means of intelligence tests that the nursery school is instrumental in raising the I.Q.'s of children. Another authority, at least as eminent, proves by the same means that this is not the case. The reader can take his choice. In both cases, however, it must be remembered that it is preschool testing under discussion.

Reports of studies of older children too often deal

with group test results, or, at the other extreme, with individual tests of very small numbers of children. The conclusions drawn depend upon the bias of the writer. This happens not because of intellectual dishonesty, but rather because of vagueness in terminology. Both psychologists and educators are sometimes guilty of this error. Let us examine two or three of the conclusions often drawn in reports of research or in general discussions.

It is frequently claimed, for example, that the I.Q., or some other intelligence test score, does not measure intelligence. As proof, cases are cited of children with low I.Q.'s who demonstrate unusual musical, art, mechanical or other ability. These abilities certainly require a considerable amount of intelligence. What is lost sight of, however, is first, that the I.Q. may not have been an accurate one, for one of the many reasons previously discussed, or, even if accurate, is mainly a measure of academic ability. This writer, after many years of contact with tests applied to many thousands of children of all kinds of abilities, has yet to come across a single case of a child with an I.Q. of 80 or 85, *properly* obtained, who can successfully do academic high school work in a first rate high school. On the other hand, there are numerous cases of children with high I.Q.'s who are not working up to the level of their academic capacities. Intelligence tests are not designed to measure special abilities; other tests exist for that purpose. Neither do they measure the emotional or other personality factors that interfere with the utilization of one's abilities. The psychologist is trained to detect these by other means.

Another one of the common conclusions of studies in this field is that intelligence can be modified by changes in environment, usually toward a higher intelligence rating when there is improvement in environment. Like so many other generalizations in this field, this conclusion is valid only under certain conditions and within very narrow limits. In the first place, the test results under consideration must be correct, or practically so. This is too often not the case. Then we must distinguish between the existence of intelligence itself and the test scores. As was pointed out before, many factors tend to depress test scores: emotional, physical—including sensory limitations—lack of educational opportunities, especially in the case of verbal group test, language handicaps, and numerous others; all these must be known and allowed for in the interpretation of the findings, though not in the score itself. When these and other gross conditions are cleared up, test results may rise. This does not mean, of course, that a child's intelligence has been increased; it means merely that it was not completely measured in the first place.

Cases of increase in the I.Q. on retesting are more frequent than those in which decrease occurs. In the latter case, if not due to poor testing, the most frequent causes are functional mental disease and organic disease of the brain and nervous system. In the case of older adolescents and adults, reductions in test scores are usually due to test limitations which bring about spurious declines in scores at ages above sixteen or seventeen, unless careful allowance is made by a trained psychologist.

If we eliminate those cases of inadequate testing and those of serious mental and physical disease, foreign language handicap (not merely bilingualism), or almost complete absence of schooling and social contacts, the writer feels, in the light of his experience, that, while environment does influence intelligence test scores, it does so within narrow limits. This conclusion holds true, of course, provided always that more than one type of test is used and that the tester is specially trained to recognize artifacts in test results. Regardless of the environment, a feebleminded child cannot be made normal. If it were possible to effect such a change, we would have no need for institutions or special classes for the mentally retarded. Variations in test scores do, of course, occur, but most often within a range so narrow that the classification of the child is usually not affected. This applies to individual testing; group tests, on the other hand, often show considerable variation.

The third of these conclusions is concerned with the constancy of the I.Q. "throughout life." Opinion among writers on this subject is about equally divided, and whichever side one supports, one is subject to violent attack by the other.[1] It is my belief that the reason for these marked differences of opinion on the question of I.Q. constancy is the failure of either group to define its concept of constancy and to delimit experimental conditions.

If by "constancy" is meant absolute duplication of I.Q. upon retest several years later, without allowance for difference in examiners, difference in mood, condition, or cooperation of child, difference in motivation for taking the test, and the like, then one must conclude that the I.Q. is definitely not constant for any given individual. Absolute duplication of I.Q. after a long lapse of time can be only an accident. The I.Q., however, is not the only human measure that is not absolutely constant upon repetition. Even physical measurements which are supposed to yield

(*Continued on page 30*)

A Scientific Attitude Toward Feeding

By C. ANDERSON ALDRICH, M.D., and MARY M. ALDRICH

PROBABLY no topic concerned with the rearing of children has received so much earnest and conscientious attention as the subject of scientific feeding. Doctors, health experts and manufacturers have debated the question impressively in lecture and press, until fathers and mothers must feel secretly allergic to the very word vitamin. The scope and volume of this discussion has tended somewhat to confuse us—for it has led us to assume that science is something that originates in the mind of the adult, who then relays the results of his cerebration for us to use on our children.

This is, of course, a reversal of fact. Science, on the contrary, is merely a laborious attempt on the part of the adults to find out the biologic secrets that children use as a matter of course. Thus far we have accumulated a little knowledge about the physiology of childhood; but the complete answer will always lie within the children themselves. The whole meaning of research lies in understanding more and more about these natural laws that are active in the body of a child, so that we may allow them to work properly. And certainly, in this still uncharted field, we cannot afford to ignore any clues that the child himself may unconsciously give us.

A mother who recently brought her little two-year-old in to see us is a good illustration of this tendency to think that science has its roots in the laboratory, rather than in the child.

"We have raised Betsy in the most careful scientific way," she said, "especially in the matter of her diet. We have fed her at the prescribed times with exactly the right amounts, and have seen to it that she got all the water, the various food elements, the vitamins and calcium she needs. But it's all of no use. She won't feed herself—in fact, she won't take any food at all, except tiny amounts under the most trying circumstances. If I attempt to urge her, she throws up even the small amount I have wheedled into her. Science is the bunk!"

"I don't think you have given science a look-in yet," was the reply. "Betsy can be a great help to you, however, for she is in possession of many of the scientific facts about feeding that you will need to know. Leave her here in the hospital a few days, and let her show you what she herself knows about eating."

This was heretical doctrine, but discouragement made this mother willing, and she agreed to let us try. The next few days revealed the usual change in behavior which all doctors have seen when a reluctant feeder is placed in a small ward with other children. Within three days, Betsy was sitting up in her crib, balancing a tray on her lap and cleaning up her dinner in great style. Her mother refused to believe that this transformation could be true, until she was allowed to see for herself by watching the child through a one-way vision glass. When her surprise wore off, she began to ask questions. "How have I gotten into such a fix? How can I make Betsy act this way when she's at home?"

The impasse between Betsy and her mother is so typical, that perhaps those of us who are responsible for children need to check up on this whole question of scientific attitudes. What *is* a scientific attitude toward feeding?

A scientific attitude toward feeding means, first of all, having confidence in our child's ability to carry on the biologic job of eating, just as every human being has had to do since the beginning of time. It is surprising how able he turns out to be, when he is once allowed to use what he has.

From the day a child is born, for instance, he shows beyond any reasonable doubt that he prefers nursing at the breast. There is no more perfect picture of complete satisfaction than the nursing baby. He shows us, too, by his behavior, that he knows when he needs food, that he knows enough to stop when his stomach is full, that he can scream his discontent when he hasn't had enough. A truly scientific mother, then, would be following these clues. She would do her best to supply her baby with breast milk, in adequate amounts and according to his demands. And she would try to adjust the daily feeding schedule to the rhythmic signal of her baby's hunger cry.

But while most of us are willing to go along with the idea that breast milk is important, we are inclined to wince a bit at the thought of allowing a young child to establish his own intervals of feeding, or to control the amount that he eats. And this doubt remains, even though careful experiments, as well as common observation, agree on the child's competence to handle these matters. As a matter of fact, it is

only in our particular corner of the world that adults have attempted rigidly to dictate amounts and times of feeding. A large proportion of the children on this planet make their own decisions—if they can get anything to eat at all.

By way of emphasis it might be added that even where breast milk is not available, babies need not be entirely dependent upon us for their selection of suitable food. Research has shown that in the first months of life they can, and do, indicate decided preference for formulas which agree with them, and that they show an aversion for foods to which they are allergic. Even the time-honored idea that all children prefer sweets has had to go by the boards, for many young infants select sour formulas when given a choice.

But even if we admit that babies have the ability to drink milk in sufficient amounts and at proper intervals, can we trust them later on, when the body seems to need so many different elements for adequate nourishment? Obviously, at this stage, eating is more complicated. The development of mouth and tongue, the erupting of teeth, make it possible for a child to progress to semi-solids, and then to solid food that can be chewed. His better muscular co-ordination, too, will allow him to handle a bottle, and then a cup and spoon. During all these changes, however, he still retains the innate ability to choose his own best diet—provided that he is offered only the kinds of food he needs for growth.

WE HAVE Dr. Clara Davis to thank for giving us the first experimental proof of this statement. In her carefully conducted experiment, she allowed babies, who had previously been only breast-fed, to choose their entire diet themselves from a wide selection of natural, unseasoned foods. Her menus included meat, eggs, whole grain cereals, vegetables, sweet and sour milk; fruit and sea salt. This experiment was carried on over a considerable period of time, thus giving her a chance to observe the children through several stages of their development.

These children had remarkable health records. They gained weight satisfactorily, cathartics were never needed, and refusal of food was unheard of. Furthermore, so accurate was this innate control, that in the matter of protein intake, for example, each baby established a percentage in his first year which was maintained within a fraction of one per cent through all his early years of childhood. No two children kept the same ratio, however. It seemed to be entirely an individual matter.

Dr. Davis found out that these untrammeled babies had their own way of developing their taste for different foods. In their first year, they appeared willing to try anything once. But gradually they stopped tasting every dish on the tray, and narrowed down their selections to a few old favorites which they relished to the exclusion of all others. Sometimes this list would include only six or eight different foods, although, taken as a whole, the self-selected menu was found to be perfectly adequate from a nutritional standpoint. In other words, they demonstrated that it is useless to try to make two-year-old Jackie "eat everything, so that he will like everything when he grows up." Children just don't work that way. It is only after a child gets to be six or seven years old that these innate restrictions are gradually lifted, and he becomes interested in the more varied articles that the older members of the family are eating.

In the same way, these self-selecting babies differed as to the amount of food that they needed. Even the same baby was unpredictable occasionally. Dr. Davis has provided an all-time classic illustration in the thirteen-month-old infant who once ate five eggs for supper, and who, at two years and a half, managed ten eggs at a sitting. Obviously, he needed those eggs. In other words, there is a chemistry of nutrition that was active in these children, and the fact that we do not understand much about this chemistry does not preclude its existence.

But scientific feeding means more than just allowing a child to develop and control his own appetite as much as possible. It also means exposing him to a diet which contains the elements we know to be essential for normal growth. The human body has evolved through the centuries on the basis of a close relationship between what it needed and the natural foods that were available to it. This relationship needs to be continued. For nothing in our long ancestral line has prepared us to make adequate selections from the processed and devitalized foods, the white bread, puddings, pastry, and pancakes, that have been offered as a diet in civilized lands during a good many decades now. Children can do this innate selecting only if provided with those foods containing the old but familiar elements of growth. That is why we owe a debt to modern nutritional research which has figured out for us what this ancient body-building diet really was.

A scientifically-minded mother would make use of these findings. She would try to eliminate from her menus foods made of highly refined flours, and fancy

(*Continued on page 30*)

Children's Eye Difficulties

By A. L. KORNZWEIG, M.D.

EYE difficulties in childhood of the unusual and dramatic type have received considerable attention in the past few years. This is true particularly of reading disabilities of all types and of cases where orthoptic training of muscular imbalances is involved. But by far the greatest number of eye conditions in childhood lie outside these groups. Any eye physician will tell you that the most frequent question asked by parents is, "Must my child wear glasses, and if so, for how long?"

This question becomes peculiarly significant if the patient is a girl. The whole problem of the child's future career in school and social life seems to be bound up with it. The mothers among my readers who have faced this situation will know what I mean. Most eye physicians understand the nature of this problem —because patients have been known to go from doctor to doctor, advancing up the scale of local and national repute, seeking a hopeful answer to that question. Some patients reject the judgment of the medical profession and go for help to such quasi-medical experts as chiropractors, naturopaths, muscle exercise advocates, and others. I shall attempt to answer this troublesome question from the scientific medical viewpoint, giving the results of the latest investigations on this subject.

Testing a child's vision on the ordinary Snellen's chart is the simplest and yet the most important test known. The schools which have adopted the periodic testing of vision are doing valuable work in discovering early eye difficulties. Chief among these is myopia, or near-sightedness. Strangely enough, children rarely complain of poor distant vision. The onset is so gradual that children are unaware of the fact that objects at a distance do not look as clear as they should. If they want to see more clearly, they simply get closer to the object. Such children are often surprised that they cannot see the 20/20 line, which signifies normal average vision. They are frequently delighted with the sharpness and clearness of their vision when corrective lenses are worn.

What can be done about myopia? What causes it? Can it be prevented? Can its progress be stopped when once started?

All authentic work on the subject of myopia has failed to prove any one definite causative factor. Heredity plays a large part, and certain racial and national groups show this tendency. German, Jewish, and Japanese children are prone to get this condition. Vitamin D deficiency is suspected as being one of the causes, especially in the advanced progressive type of myopia. Excessive reading, particularly in poor light, during the early growing years, has also been held partly responsbile. Since there are hereditary, racial, environmental, and nutritional factors involved in this simple problem, anyone working with such imponderables will know the difficulties of trying to draw definite conclusions.

Yet the work has not been all in vain. Certain rules have been gradually worked out—all of which aim to counteract the tendency to myopia in the susceptible child. First, the diet is inspected and an adequate vitamin intake is prescribed; if necessary, Vitamins A and D are added, in the form of cod liver oil or its many variations now on the market. Calcium is added to the diet to produce a favorable calcium balance in the blood. This is done to toughen the outer coat of the eyeball and prevent stretching, because it is the stretched eyeball that is anatomically responsible for myopia. Reading is limited to the daylight hours and for short periods, not exceeding one-half hour. Reading in bed, in a poor light, is prohibited. In general, reading is restricted to the minimum required for ordinary progress in school, and in older children the school program is limited so as to cut down the amount of home work as much as possible, even if this necessitates prolonging the school period by one-half to a whole year.

Myopic children are advised to be outdoors as much as possible and participate in outdoor games and diversions. This is not as easy as it sounds, because the myopic child usually prefers to stay home and read. Corrective glasses have to be worn, especially at school, in order to see the blackboard easily, and should also be worn for reading, for another reason which I will mention later. In addition, some physicians have advised the use of certain eye-drops, which, over a long period of time, lower the intra-ocular pressure and thus diminish the tendency to stretching of the eyeball. On this subject the opinion of the medical profession is divided, some advocating it enthusiastically and others being noncommital, saying that it can do no harm and may help.

Some parents may complain that such a program of

restricted reading and close work may interfere with the child's mental development, but I doubt this strongly. Most educators will agree that a child can progress very satisfactorily by simply keeping his eyes and ears open and paying attention to the work at school. This is especially true in the public school system, where knowledge is acquired at a leisurely pace. The saving feature is that in early adult life, from the ages of sixteen to twenty-one, when most children are acquiring the knowledge necessary for professional or other life work, myopia at this time then becomes stationary, and during this period even intensive study and reading will have very little effect on the eye. In my own case, for example, during the four years at medical school very little change was necessary in my glasses—even though I did more reading at that time than ever before in my pre-professional school years. This has also been the experience of many other students. Of course, this applies mainly to the average child. Such rules may have to be modified for the subnormal or for the genius type of child.

Once a myope, always a myope, is a truism rarely contradicted by experience. The occasional case that appears to have recovered from myopia and regained normal vision probably falls into the group of pseudo-myopia. These children are so intense in their general make-up that they overaccommodate and produce a spasm of the ciliary muscle, and in that way induce near-sightedness. If examined during such a period they may be given near-sighted glasses, but the average eye physician is aware of this condition and will not prescribe lenses until the ciliary muscle is completely relaxed by homatropin drops, and occasionally stronger cyclopegics, such as atropin. Myopic children have to be seen frequently to check the progress of the myopia and to change the glasses whenever necessary.

Testing the vision on the Snellen chart will also reveal another eye difficulty—astigmatism. Much mystery seems to surround this defect, because so few people understand what it means, and what it does to vision. Astigmatic children are able to read certain letters on the 20/30 line, or even the 20/20 line, and yet invariably miss other letters. The letter C will look like a Q, or the letter F like an R, or P like an F. Such children will often close their eyelids slightly and peer intently in order to see clearly. In common parlance this is incorrectly called squinting. The explanation is that the cornea, which is the front or window of the eye through which light enters, is not a section of a perfect sphere. If it were, then every point on its surface would be equidistant from a point within called the center of the sphere. Then all the rays of light entering the eye would be focussed on a single focal point. But, unfortunately, nature is not so kind. Certain lines or meridia on the cornea have a shorter radius of curvature than other meridia, and hence light coming through these areas focusses on a point to one side, or in front or back of the focal point. Hence a circle will appear to the astigmatic eye as an oval, or a right angle may appear as an acute or obtuse angle. This condition is inherent in the eye and may change with the growth of the child. When astigmatism is of low degree it causes very little eye trouble—the kind which children are well able to overcome—but when it measures one-half of a diopter or more it may cause eye-strain, quick eye fatigue, and headache. It can be corrected only by lenses which equalize the curvature of the eyes in all meridias. Such lenses may not have to be worn constantly, but only for reading and school work.

THERE are children who have eye difficulties even when their vision, as tested by the Snellen chart, appears to be normal. They will complain—if they do complain—of headache, or of the eyes tiring after reading a short time, or red eyelids with crusts forming on the lid margins. A parent or a teacher will often notice that the child appears listless—he may put his head on the desk, or show by some other objective sign that all is not well.

These symptoms are often signs of another type of eye condition known as hypermetropia, or, more briefly, hyperopia. This term, which is the opposite of myopia, has not been given as much publicity as the better-known myopia. Hyperopia usually gives no symptoms unless it is of a high degree, and if it is associated with astigmatism. It is the far-sighted eye. Everything at a distance is clear. But to accommodate or focus on objects near at hand, or for reading, requires considerable effort on the part of the ciliary muscle and, if this effort is prolonged, will produce symptoms of eye-strain—chiefly headache. Such children are like little old people who have to wear glasses for reading. These children are better off than their myopic brethren in this respect, for the hyperopia usually diminishes as they grow older, and after several years they can put their glasses away and get along comfortably until they really are middle-aged. Then they will have to wear them again for reading. The glasses prescribed for children do not improve vision. They simply reduce the accommodative effort by taking away part of the far-sighted-

ness or hyperopia, and in that way reduce the eye-strain and its accompanying symptoms.

All of us who have two eyes see double. This can be proved by a simple test. Look at a distant object and press on one eyeball through the upper or lower lid. Instantly the distant object becomes reduplicated, a short distance away, up or down, depending upon the amount and direction of the pressure. But in daily life we see only one object, because the mind has learned to fuse the images of each eye. This fusion is dependent upon a very delicate mechanism of muscles and nerves which maintains single binocular vision or fusion, and stereopsis or perception of depth. Each eyeball has six muscles attached to it, the nerves to which are controlled by centers in the midbrain. They must all work in harmony, so that both eyes will fix the same object in such a way that the image will fall on corresponding points of the retina or sensitive plate of each eyeball. Occasionally this mechanism gets out of balance. There may be an inadequacy or an excess of convergency or divergence. One eyeball may be placed slightly higher than the other, giving a vertical imbalance. In children with such defects, the driving effort to maintain fusion becomes so great as to produce evidence of asthenopia or eye fatigue. Occasionally such evidence may take the form of dizziness, nausea, and even vomiting. If the vertical imbalance is marked, there will be a head tilt, which is nature's way of overcoming the disturbing diplopia. It is here that a careful diagnosis of the muscle balance is indicated and corrective exercises instituted. Frequently much help is obtained by the use of a special glass called a prism, which, by shifting the image in the right direction, relieves the eye muscles of some of their work and reduces eye strain. Myopic persons too frequently have a weakness of convergence, and this is another reason why they must wear their glasses most of the time, and even for reading. The glasses stimulate the converging muscles indirectly.

There is another difficulty associated with two eyes that is at present under investigation at Dartmouth College and in the City of New York at the New York Eye and Ear Infirmary. In this condition, the images in the retina of each eye may be of unequal size in either the vertical or horizontal meridian or over-all. This condition—called aneisokonia—can and does produce symptoms, especially headaches and eye fatigue. It is difficult to diagnose, especially when the vision in each eye is good. The procedure among eye physicians at present is to refer all cases that do not respond to the usual eye treatment to these special clinics for diagnosis of a possible aneisokonia. This is a comparatively small group, but a recent conversation with the diagnostician in charge revealed an unexpectedly large number of children.

Now what about those children who are "blinkers"? This is a disturbing sign to the onlooker, particularly the parent and the teacher, and the child knows it. There is no other eye symptom which the eye physician is more wary about evaluating. No case should be dismissed lightly. A complete examination is necessary to rule out actual pathological disturbance or refractive error. Chronic conjunctivitis, eye-strain, sensitivity to sunlight and glare, even sinus disease, have been known to cause blinking. If any such condition is found, it should be treated. But a number of these children do not show any pathological condition. The blinking in these cases has an emotional background, probably based upon a subconscious desire to attract attention, though there are may be many other reasons.

Recently I had two cases that showed both sides of this problem. One was a boy of six, an only child. He was extremely near-sighted for his age, and held objects and books close to his eyes. The proper lenses relieved him of his blinking, which was due to the eye fatigue associated with the refractive error. The other child was a boy of eleven. His vision was good, his eyes appeared normal, yet he blinked constantly. An emotional conflict was suspected. Discussion with the boy and his parents revealed that he was different from most children of his age. He liked to draw and paint, but his parents were constantly driving him to play with the boys. The situation was further complicated by a younger brother who was the favorite child, a typical robust boy, one who enjoyed games and sports. This young patient's blinking was a sort of protest against doing the things he disliked, an attempt at attracting some attention to himself and away from the favorite son. The matter was explained to the parents and their cooperation enlisted. After a while the blinking improved considerably without any other treatment than an occasional visit to talk things over.

In the economy of the body, one side always leads. With right-handed individuals, the right hand is the leader or dominant hand; in left-handed individuals, the reverse is true. So with the eyes—one eye is dominant or leader. This is important, especially in reading. The right-eye-dominant person reads more easily from left to right—the usual way. The left-eye-dominant individual will read more readily from right to left. This explains why some children invert their words and will read "was" for "saw." This is at the

(*Continued on page 31*)

Parents' Questions and Discussion

Edited by the Staff of the Child Study Association of America

My boy is in the first grade and he is not doing well at school. His teacher says that they have tested him and that his I.Q. shows that he should be doing better. How can they be so sure of this? I think that the work is too hard. What's more, the teacher asks me all kinds of personal questions, but when I ask what my boy's I.Q. is, she says the school won't allow her to tell me. What right have they to keep such facts from parents?

Let's start with the last question first. Schools have usually found it unwise to give parents the I.Q. scores of their children, partly because of the technical nature of the tests, partly because of the human nature of parents.

In the first place, intelligence tests are not exact measures, even under ideal conditions. There is a considerable margin of error which experts allow for, but which laymen can hardly guage. Then the single I.Q. figure is easily misinterpreted if not considered with the other test findings. The final score is made up of ratings on many different kinds of ability. Johnny may have a wonderful vocabulary and a poor number sense; Jimmy may be a natural for mathematics and have little skill with words; yet their I.Q.'s may be about the same. Educators must consider the detailed findings—not just the total score. Furthermore, the scores themselves tell us nothing about the child's perseverance, or interest, or imagination, or about his attitudes toward work and toward people—though these are important for his school success.

Rightly interpreted, intelligence tests give a rough measure of the child's basic capacity for school work. Yet we find many children of relatively high I.Q. who are not doing well in school, and others with a lower I.Q. who are. When I.Q. and school accomplishment do not seem to match, the teacher needs other kinds of information to understand and help the child. Hence all the "personal questions" she asks you. The school needs your help and cooperation in trying to find out what keeps your child from making the best use of his abilities.

Even when these technical points are made clear, schools hesitate to give I.Q. scores to parents just because they are parents and deeply concerned. Mr. and Mrs. Jones are apt to be embarrassed if their Bob has a lower I.Q. than the Smith's Jane, and they do feel like crowing if Bob's score happens to be the higher. With the magic I.Q. figure as a weapon, some parents are tempted to shame their children or to force them. Too often revealing the I.Q. adds strains to a family or a school situation which is difficult already.

Usually it is helpful for parents to accept the school's interpretation of the test in deciding whether the work is too easy or too difficult for a child, or whether his low school achievement is due to other causes. From what you write, I should judge that the school is correct in its attitude toward your boy. I would not press for the I.Q. figure if I were you. It would be more helpful to know what special strengths and weaknesses the test revealed and what his teachers have observed about his interests and attitudes. This sort of information the school is usually glad to share.

My ten-year-old is very near-sighted. He wears glasses, of course, but the oculist feels that the difficulty is likely to increase unless the child's eyes are carefully safeguarded during the growing years. He recommends that reading be limited to the daylight hours and even then to short periods. It's not so hard in the summer when the children are outdoors most of the time, but in winter he really needs storybooks and there's school work to do, too. To make matters worse, Frank is just getting interested in current events and pores over the newspapers. Of course, this small print is especially bad. He keeps "forgetting" and I keep nagging. How can I manage better?

Restrictions are irksome to all of us, but they are easier to take if we actually accept them as a necessary means to good ends. It helps, too, if we're sure that the other fellow appreciates our feelings and is doing his best to help.

Try talking over the whole problem with your boy. Be sure that he really understands *what it is worth to him* to put up with some necessary inconvenience now. Be sure that he feels that you want to make it as easy for him as possible. Let him help to plan a schedule of work and play for himself and see how ingenious both of you can be in finding ways for him to do what he really enjoys doing.

A good daylight lamp would make the reading time more flexible. A small radio of his own would

help too. If you introduce him to the best news broadcasts and commentators it will be easier for him not to read newspapers. Radio yarns do not quite make up for story-books, but they are a good second best. If you or your husband read aloud well, why not help to fill those evening hours by reading to your boy occasionally? This can be good fun and a real sharing of interests. What's more, it's a valuable demonstration of cooperation on your part. Or if you don't like reading aloud, how about playing games with him—cards, or checkers or backgammon, or one of the countless table games on the market? Most ten-year-olds like this sort of thing, but they do need someone to play with. Perhaps Frank's own friends can be invited occasionally for supper and the evening. An indoor hobby might help to cut down the need for books—not stamps, of course, for a boy with weak eyes, but carpentry or modeling, or puppets, or one of the many different kinds of collecting or making. You may have to help your boy to find an interest and to procure the needed tools and materials, of course.

You and Frank will doubtless think of still other possibilities if you attack the problem in this spirit. It's a question of emphasizing what he *can* do.

My daughter is always a little below par physically. The doctor has prescribed a tonic because she is somewhat anæmic; she is not supposed to eat sweets because she gets skin rashes; she takes sprays for her sinus condition and drops for her eyes, as well as exercises to improve her posture. I do my best to see that she remembers all these things, but there is nothing but trouble. She is unhappy and irritable most of the time, and refuses to take a daily walk or to participate in school sports. I feel that these things are essential to health and don't know how to make her do them.

First, if you can, place her under the care of a doctor who isn't "all ipecac," and who treats not only symptoms but human beings. Our best pediatricians are mental hygienists as well. Mind and body are not separate things, they constantly influence each other and anybody who is "unhappy and irritable" is likely to stay below par. Getting medicines into your daughter is only one part, and perhaps a minor part, of the task of improving her health. Everything should be done to see that she has satisfactions in work and play and friendships. I would think, for example, that being with friends in the afternoon, if it's only for a soda at the drugstore, might do more good than a solitary walk in a mood of rebellion. Yes, sodas are sweet, of course, but an excessive desire for sweets is very frequently found in people who are unhappy and bored and who try to make it up to themselves that way. Happiness, enthusiasm, absorbing interests are well known to be the best of tonics and, in the long run, they may be the best cure for her sweet-tooth.

I am not trying to tell you to throw medicines out of the window (though there are times when this is the best course). It *is* true, however, that unless tonics, posture lessons, exercises, sleep, outdoors, sensible eating and all the other health measures are accepted happily and easily, their effectiveness may be absolutely zero—or worse.

Posture lessons, if they are hated, don't get results; going to bed early, but miserable, isn't as restful as less sleep after a "wonderful time," even if this is just an hour of genuinely happy comradeship with someone in the family.

It is to be hoped that this counsel will not be construed as one of letting young people do anything they please. It is rather a plea for weighing values before acting, and for keeping before one the knowledge that mental and physical health go hand in hand. In the management of children mental health often deserves first consideration.

My fourteen-year-old daughter is very much concerned about her figure—which is rather too stout to be stylish. She tries to follow a rigid diet which she saw in a magazine; but when she tries it she gets cross and irritable, and after about two days comes bursting into the kitchen for a feast of milk and cookies. Should I encourage this dieting?

It would be wise, first of all, to find out from your family physician whether your daughter is really too heavy in terms of her own body build and constitutional make-up. If he finds this to be so, he will be glad to prescribe a suitable diet and regimen. Girls and boys must have plenty of food of the right kind, particularly during their early adolescent years, to take care of the growth spurt typical of this period. It is not safe for them to limit their food to any marked extent without medical advice. Your daughter's irritability would suggest that the diet she tried was not really meeting her bodily needs.

It may be that the doctor will find that she is merely going through that temporary stage of plumpness many children experience at this age. For a few years many girls seem to be all bulges in the

wrong places and to have endless trouble finding clothes that fit them. Suddenly, they lengthen out and slim down. Whereas one season a girl can get into a junior size 15 only with difficulty, by the next she is often wearing 10's or 12's with great pride. It may reassure your daughter to know this.

If the child is really overweight, however, and the doctor agrees that dieting is desirable, there are some simple things that you can do to help without stressing the matter too much. Family meals can be planned to cut down on starches and rich desserts. You can use more vegetables, salads, and fruits to give satisfying bulk and variety. Perhaps your daughter needs more exercise, too. Walking home from school with friends, tennis, swimming, skating, any of the sports she likes should be encouraged—in moderation, of course. Or perhaps she would enjoy a special gym or dancing class if her school does not provide this.

At the same time, it is well to remember that eating is not merely a physical problem. We see youngsters turn to the candy box when they are upset, or else go straight to the icebox when they come home after a bad day at school. In some cases, abnormal weight is merely a symptom of a deeper emotional situation which must be recognized and which the girl or boy must be helped to meet.* And quite normal adolescents may have uneven appetites and puzzle their fond parents by their erratic behavior in regard to food. Usually this grows to be less of a problem as their period of rapid growth tapers off and as they grow able to handle their emotional problems.

* For further discussion of this point, see "Children Who Grow Too Fat," by Hilde Bruch, M.D., in CHILD STUDY magazine, Vol. XVIII, No. 3, Spring, 1941.

Suggestions for Study: Science and Our Children

GUIDING PRINCIPLES

I. KNOWLEDGE IS A USEFUL TOOL

While there is no substitute for genuine affection as the basis of successful parenthood, knowledge is needed too. Science offers parents valuable help. But things are not always what they seem and a good deal of misinformation masquerades as science. It is important to be sure that we are getting facts and advice from reliable scientific sources.

II. LEARNING TO EAT

"You can lead a horse to water but"—and as every young mother knows, the same principle applies to children and food. There is more to this matter of having a well-fed family than just learning the rules of nutrition. In our zeal for getting the right food into our children we too often destroy their natural pleasure in eating and build up serious feeding problems. Children should not be forced or cajoled to eat. If the right foods are presented in the right atmosphere, children will naturally eat what their bodies require.

III. PROTECTING CHILDREN'S EYES

In this reading age, strong eyes are an important asset, but many children develop visual defects. Certain eye weaknesses seem to be inherited. Children who show such tendencies need special protection—even to the extent of restricting school work in certain cases. Sometimes glasses are needed. Many school difficulties and problems stem from eye-strain. Examination by a competent occulist is an important first step.

IV. INTELLIGENCE TESTS

Much of the controversy over intelligence testing is due to the fact that we don't all use words to mean the same things. It is easy to misinterpret or misuse test results, but in the hands of trained people who understand their proper uses and limitations, intelligence tests are valuable educational tools.

QUESTIONS FOR DISCUSSION

1. The articles in this issue give parents some useful facts about food and feeding, about children's eyes and about mental tests. Can you suggest other sorts of special knowledge which parents need? What are reliable sources of information in each case?

2. If you were choosing an all-day nursery school for your toddler, what would you want to know about the food that it served and its feeding procedures? How could you best find out? What standards would you insist upon?

3. A seven-year-old boy in a conventional public school dawdles constantly over his work, leaving much of it undone. Otherwise he is cooperative and happy at home and at school and well liked by other children. An intelligence test shows that he was two years above average for his age. What might be some possible reasons for his school difficulty? What other facts are needed? What might the school do? What steps might the parents take?

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by Mary Swartz Rose — Macmillan Co.

"Mental Tests" (revised edition) 1939
by F. N. Freeman — Houghton Mifflin Co.

"Controversial Areas in Today's Thinking About Children" .. 1939-1940
Child Study Magazine, Vol. VII, No. 2

"The Influence of Emotional Attitudes on Health" 1940
Child Study Magazine, Vol. VIII, No. 1

"Parents' Questions" 1936
by Staff of the Child Study Association — Harper's

Book Reviews

The Parents' Manual: A Guide to the Emotional Development of Young Children. By Anna W. M. Wolf. Simon and Schuster, 1941. 329 pp. $2.50.

This is the kind of book for which many parents have been waiting. Too many of the publications in this field are either written by "experts" in such a way as to be unintelligible or dull to anyone but experts, or they are written by non-experts who are seldom trustworthy guides. *The Parents' Manual,* though written by an expert, is never dull, is always intelligible, and a thoroughly dependable guide for any parent.

Mrs. Wolf is the senior staff member of the Family Guidance and Consultation Service of the Child Study Association. One must read the book, however, to appreciate the importance of another of her qualifications—that of being herself a parent. A well-trained botanist can tell us much that is helpful about the trees that are likely to be found in a certain region, but in our blundering travels through that region we are comforted also by the counsel of someone who has herself been in these woods. One feels all through the book that its principles, as well as the procedures recommended, have been tested not only on hundreds of children but also on a real child in a real family. The author knows from her own experiences how bewildering the forest can be, and how difficult it is to find a straight path through the underbrush.

This book covers every phase of bringing up children, as can be seen by the chapter headings: "Discipline," "Brothers and Sisters," "The Child and His Friends," "Sexuality in Childhood," "Things to Make and Do," "The Forgotten Father," "Psychological Growing Pains," "Problem Parents." The last chapter, on character education, is the best statement I have ever seen of the perplexing issue of religion in our day. It is written in the forthright, penetrating style which permeates the entire book. It is a style which is inextricably one with the ideas it presents—concise and simple, yet the conciseness omits nothing important and the simplicity contains the most profound implications.

It seems to this reviewer that parents of any-age children will get much from this book. It is primarily designed, however, as "a guide to the emotional development of young children," in the belief, well established by evidence, that the roots of a person's behavior lie in his attitudes, his feelings about himself and his relationship to the world outside himself, and that these attitudes are rooted in the experiences of his early childhood and infancy. With this in mind, the author starts her survey of emotional development with a discussion of the practical issues of how and when a child is to be fed and bathed, whether he should be picked up when he cries, what to do when he sucks his thumb, and other daily matters. It is right here in these first simple procedures that the whole complex of personality has its beginnings; and it is right here that wise parents will take stock not only of the baby but of themselves.

"The most valuable thing parents can do for their children is to enjoy them," says Mrs. Wolf. For those to whom such enjoyment comes easily, clear thinking and common sense will provide many of the answers to the vexing questions which we hear so often: Is spanking good or bad? How can we get a child to be truthful, clean, unselfish? Shouldn't he eat everything on his plate? The author discusses dozens of such everyday questions, and her suggestions for handling them are both wise and witty.

Unfortunately for many parents, such questions seem to be insurmountable obstacles in the way of the enjoyment of their children. A tense, worried or resentful mother finds common sense hard to come by and her thinking is apt to be far from clear. It is for such parents that this book is particularly helpful. In its basic philosophy it suggests ways of clearing away the debris of misconceptions, anxieties, and resentments which cloud our understanding of ourselves and of our children.

The book contains a foreword by Dr. William Healy and an excellent short bibliography. All in all, it is a book of the widest appeal and one which will richly reward thoughtful reading.

HELEN STEERS BURGESS

Life and Ways of the Two-Year-Old. By Louise P. Woodcock. E. P. Dutton & Co., New York, 1941. 267 pp. $2.00.

What is a two-year-old like? Beneath fascinating differences in individual development and personality there is a common denominator of typical two-year-old behavior. This Miss Woodcock describes with

(*Continued on page 28*)

Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association

THIS list has been selected and arranged to meet a broad range of reading interest and a variety of individual tastes. The age grouping is not intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated. Books listed here are on exhibit at the Association's headquarters.

FOR THE YOUNGEST

Ages Two, Three and Four

I SEE. *By Elena Eleska. Published by Eleska, 166 East 73rd Street, New York City. 16 pp. $1.00.* Pictures and ideas suitable for the youngest, in an enduring cloth book with bright colors.

*THE TALE OF CORALLY CROTHERS. *Written and illustrated by Romney Gay. Grosset & Dunlap. 32 pp. $.50.* A perfect nursery tale in irresistible rhyme. A welcome new edition.

*HELLO, JUDY! *Written and illustrated by Charlotte Becker. Scribner's. 32 pp. $.75.* Small visitors are entertained for a happy day, in a gay little picture-story.

ANIMALS FOR ME. *Written and illustrated by Lois Lenski. Oxford. 46 pp. $.75.* A small boy says "Hello," in rhyme, to all the farmyard animals, in a wee book.

BABY ANIMALS. *By Margaret Wise Brown. Illustrated by Mary Cameron. Random House. 48 pp. $.50.* From dawn to dark and sleeping time on a farm. Fine value.

THE LITTLE CAT THAT COULD NOT SLEEP. *By Frances Margaret Fox. Illustrated by Susanna Suba. Dutton. 30 pp. $1.50.* A pleasant go-to-bed story, told and illustrated in a rhythmic pattern.

CRYBABY CALF. *Written and illustrated by Helen and Alf Evers. Rand. 56 pp. $.50.* An amusing picture-story with a little moral.

*SATURDAY WALK. *Written and illustrated by Ethel Wright and Richard Rose. Scott. 20 pp. $1.00.* A cardboard book with big, vivid pictures of modern cars, ships, and trains.

THE SEASHORE NOISY BOOK. *By Margaret Wise Brown. Illustrated by Leonard Weisgard. Scott. 38 pp. $1.00.* A little dog identifies the strange sea-sounds, in a charming text with very stylized illustrations. Third of a fine series.

MAKE WAY FOR DUCKLINGS. *Written and illustrated by Robert McCloskey. Viking. 64 pp. $2.00.* An amusing little story in a big picture-book about a family of ducks on Beacon Street.

*FIND THE ANIMALS. *By Dorothy N. King. Illustrated by Joseph Sica. Harcourt, Brace. 22 pp. $1.50.* An active and joyous play-book with cardboard animals to find and fit into the well-made cages where they belong.

FAVORITE NURSERY SONGS. *Illustrated by Pelagie Doane. Random House. 44 pp. $.50.* An indispensable group of nursery songs, charmingly illustrated in an inexpensive book.

Ages Five, Six and Seven

I KNOW SOME LITTLE ANIMALS. *By James S. Tippett. Illustrated by Flora Nash DeMuth. Harper. 42 pp. $1.00.* Realistic little poems about animals and insects, with sensitive drawings.

TWIN DEER. *Written and illustrated by Inez Hogan. Dutton. 50 pp. $1.00.* These animal adventures in the jungle make a fine beginning reader, with large print and appealing drawings.

MIKE AND HIS NEIGHBORS. *Written and illustrated by Grace Klem. Doubleday. 28 pp. $.75.* How a spaniel can change from a neighborhood nuisance to a very good dog, told in pictures and a brief, amusing text.

*NOTHING AT ALL. *Written and illustrated by Wanda Ga'g. Coward-McCann. 32 pp. $1.50.* A very special picture-story of a dog called "Nothing At All," transformed from empty space to loveable puppy.

*CURIOUS GEORGE. *Written and illustrated by H. A. Rey. Houghton. 56 pp. $1.75.* The delectable adventures of a curious little monkey amidst city contraptions make this a book to be chuckled over.

*AMANDA. *Written and illustrated by Wolo. Morrow. 40 pp. $2.00.* A completely delightful polka-dotted snake goes adventuring in the jungle with her friend the monkey. Humorously illustrated.

*THE STORY OF BABAR.

THE TRAVELS OF BABAR.

BABAR THE KING. *Written and illustrated by Jean de Brunhoff. Translated by Merle S. Haas. Random House. Each 48 pp. Each $1.00.* Re-issued at a lower price and suitable size, these nonsense stories of a beloved elephant will find a new welcome.

THE FLIGHT OF FANCY. *By Elizabeth Honness. Illustrated by Pelagie Doane. Oxford. 44 pp. $1.25.* A beautiful but unmusical merry-go-round horse is a problem and a joy to all, especially the reader.

*LOOPY. *Written and illustrated by Hardie Gramatky. Putnam. 72 pp. $1.75.* An adventurous little airplane proves himself a hero. Quite a bit of information on air-piloting in an exciting nonsense tale.

CHOO-CHOO: THE LITTLE SWITCH ENGINE. *By Wallace Wadsworth. Illustrated by Clarence Biers. Rand. 40 pp. $.50.* An humble switch engine becomes a hero in a sure-fire story for little boys.

THE FLYING LOCOMOTIVE. *Written and illustrated by William Pene Du Bois. Viking. 48 pp. $1.00.* A conceited locomotive flies over the housetops with a prize cow and has his ego greatly deflated. The pictures are as funny as the story.

BARNEY'S ADVENTURE. *Written and illustrated by Margot Austin. Dutton. 40 pp. $1.00.* A perfect picture-tale of how a little boy follows a trail and sees the circus.

PEGGY AND THE PUP. *Written and illustrated by Helen Sewell. Oxford. 46 pp. $1.25.* An amusing picture-story about a little girl whose dog joins in her gay play-acting.

*SATURDAY FOR SAMUEL. *Written and illustrated by LeGrand. Greystone Press. 44 pp. $1.25.* A southern negro family have fun and woe on a Saturday shopping trip. Joyous pictures illustrate a humorous, repetitive text.

TIMOTHY CAME INSTEAD. *By Ann Todd. Illustrated by Rosalie Slocum. Oxford. 46 pp. $1.25.* How a small English boy visits an American girl. A pleasant child-like tale.

WILLIAMETTE WAY. *Written and illustrated by Margot Austin. Scribner's. 42 pp. $1.50.* A lighthearted historic story, with beautiful pictures of children and pioneer home-building in Oregon.

TIME WAS. *Written and illustrated by Hildegard Woodward. Scribner's. 40 pp. $1.50.* How various inventions increased the domestic comfort of the '80's, in a gaily illustrated, humorous tale.

*SNOW BEFORE CHRISTMAS. *Written and illustrated by Tasha Tudor. Oxford. 36 pp. $1.00.* Exquisite pictures reflect the soft, bright clarity of an old-fashioned Christmas story.

* The books starred are of outstanding merit and quality.

*TAG-ALONG TOOLOO. *By Frances Clarke Sayers. Illustrated by Helen Sewell. Viking. 88 pp. $1.50.* A series of little girl adventures, each complete in itself, full of action and humor.

STORIES FOR FUN. *Written by Charlotte Becker and others. Illustrated by Charlotte Becker. Scribner's. 56 pp. $1.75.* Five gay, amusing little stories that are just what little children love.

FOR THE ELEMENTARY YEARS
Ages Eight, Nine and Ten

WALT DISNEY'S DUMBO OF THE CIRCUS. *Garden City. 54 pp. $1.00.* Dumbo, a winsome baby elephant with colossal ears, takes his place as a new Disney hero, through the aid of Timothy Mouse.

*WALT DISNEY'S BAMBI. *Simon & Schuster. 60 pp. $1.00.* Inimitable animal illustrations and a simplified story make Felix Salten's classic ideal for younger children.

*FLIP. *Written and illustrated by Wesley Dennis. Viking. 60 pp. $1.50.* The wish-fulfilling dream of a young colt comes true in an astonishing and amusing tale with delectable horse pictures.

THOMAS JONES AND HIS NINE LIVES. *By Lawrence E. Watkin. Illustrated by Janice Holland. Harcourt, Brace. 104 pp. $1.50.* How a big Tom cat, having recklessly lost all but one of his nine lives, risks the last one in the service of his mistress. A fine story.

I, THE AUTOBIOGRAPHY OF A CAT. *By Eliza Orne White. Illustrated by Clarke Hutton. Houghton. 116 pp. $2.00.* A humorous, warm and sympathetic story that will appeal to all cat-lovers.

THE SNOWSHOE TWINS. *By Jane Tompkins. Illustrated by Kurt Wiese. Stokes. 118 pp. $1.50.* The life-story, training and adventures of a pair of snowshoe rabbits.

*FREDDY AND THE IGNORAMUS. *By Walter R. Brooks. Illustrated by Kurt Wiese. Knopf. 286 pp. $2.00.* Our friends, the animals of Mr. Bean's farm, solve a mystery in a welcome book which will be chuckled over by young and old alike.

ALL ON A SUMMER'S DAY. *By Marjorie Fischer. Illustrated by Fritz Eichenberg. Random House. 158 pp. $2.00.* Real boys and girls have uncommon experiences in Central Park. Fine drawings carry out the gusto and humorous fantasy of the story.

THE MYSTERIOUS BOX. *Written and illustrated by Myna Lockwood. Oxford. 48 pp. $1.00.* A mystery story for young readers, in which a boy genius, a wooden box and interesting facts about violins are interwoven in lively fashion.

'WAY DOWN IN TENNESSEE. *Written and illustrated by Elvira Garner. Messner. 94 pp. $2.00.* Engaging illustrations scattered through the text add to recollections of a happy childhood on a Tennessee farm.

*LOTTIE'S VALENTINE. *By Katherine Witmore Eyre. Illustrated by Susan Luka. Oxford. 64 pp. $1.50.* How eight-year-old Lottie, orphan in a New Orleans convent, tenderly nurses a wounded pigeon, and thereby finds a loving home. Beautifully illustrated.

*IN MY MOTHER'S HOUSE. *By Ann Nolan Clark. Illustrated by Velino Herrara. Viking. 56 pp. $2.00.* Exquisite pictures decorate a poetic presentation of day-to-day life among the Pueblo Indians.

*STEPHEN FOSTER, AND HIS LITTLE DOG TRAY. *By Opal Wheeler. Illustrated by Mary Greenwalt. Dutton. 172 pp. $2.00.* A youthful biography written with sentiment and warm affection and including some music of this composer's songs.

BOB AND THE RAILROAD. *Written and illustrated by Sanford Tousey. Doubleday. 54 pp. $1.00.* The building of railroads in the West in 1869 provides plenty of excitement for a little boy in a good, young adventure story.

SARAH DEBORAH'S DAY. *By Charlotte Jackson. Illustrated by Marc Simont. Dodd Mead. 74 pp. $2.00.* Gold Rush Days in California are background for an adventurous day in a little girl's life.

*ELIN'S AMERIKA. *Written and illustrated by Marguerite de Angeli. Doubleday. 94 pp. $2.00.* Elin's family transport the customs of old Sweden to New Jersey and also assimilate the ideals of the New World. A rarely charming book in content and illustration.

*THE MATCHLOCK GUN. *By Walter D. Edmonds. Illustrated by Paul Lantz. Dodd Mead. 50 pp. $2.00.* A brave little Dutch boy of 1756 defends his home in the Hudson Valley, in a true story. Fine illustrations add to the thrills of the historical background.

*LEIF THE LUCKY. *Written and illustrated by Ingri and Edgar Parin d'Aulaire. Doubleday. 54 pp. $2.00.* A fine story of Viking exploration in a colorful and handsome picture book.

THE YANKEE CAPTAIN IN PATAGONIA. *By Charles J. Finger. Illustrated by Henry Pitz. Grosset & Dunlap. 74 pp. $.50.* Exciting true story of a pirate who made himself king of a convict colony and was finally captured by a quick-witted sea captain.

CHING-LI. *By Martha Lee Poston. Illustrated by Weda Yap. Nelson. 40 pp. $1.50.* How a little Chinese boy, on his first errand, tries to say the right thing, but always at the wrong time.

THE STORY OF SIMPSON AND SAMPSON. *By Munro Leaf. Illustrated by Robert Lawson. Viking. 58 pp. $1.50.* Utter nonsense about the days of knighthood in the best manner of these inimitable collaborators.

*THE THREE SNEEZES. *Written and illustrated by Roger Duvoisin. Knopf. 246 pp. $2.00.* Gay peasant tales from all parts of Switzerland giving the special flavor of each canton.

PICTURE TALES FROM MEXICO. *By Dan Storm. Illustrated by Mark Storm. Stokes. 122 pp. $1.25.* Short Mexican folk-tales about birds and animals in an excellent little book.

THE BAKERS' BIG BOOK. *By Margaret and Mary Baker. Dodd Mead. 156 pp. $2.00.* Six old favorites with Irish folk-lore flavor make a welcome collection, with delightful silhouette illustrations.

CLEVER AND FOOLISH TALES. *Selected by Maud Owens Walters. Illustrated by Ted Freed. Dodd Mead. 299 pp. $2.00.* Good for story telling and self-reading, thirty-five folk tales from many lands told with refreshing humor and simplicity.

FOR THE INTERMEDIATE YEARS
Ages Ten, Eleven and Twelve

*YANKEE DOODLE'S COUSINS. *By Anne Malcolmson. Illustrated by Robert McCloskey. Houghton. 268 pp. $2.50.* Regional tales of our American folk heroes, bubbling with exaggeration, piquancy and excitement, in a most welcome book.

*PAUL BUNYAN. *By Esther Shepard. Illustrated by Rockwell Kent. Harcourt, Brace. 234 pp. $2.50.* A fine new edition of these tall tales of one of our great American folk-characters.

*POOR RICHARD. *Written and illustrated by James Daugherty. Viking. 160 pp. $2.50.* A fascinating, human presentation of Franklin—the man, his times, and his many-sided contributions to his country, in fine prose and magnificent illustrations.

BENJAMIN FRANKLIN. *By Enid LaMonte Meadowcroft. Illustrated by Donald McKay. Crowell. 190 pp. $2.00* One of the greatest and most versatile of Americans in a comprehensive, accurate, yet readable account.

*CLARA BARTON. *By Mildred Mastin Pace. Illustrated by Robert Ball. Scribner's. 142 pp. $1.50.* Authentic American history in a swift-paced young biography of the founder of the Red Cross.

WITH DANIEL BOONE ON THE CAROLINY TRAIL. *Written and illustrated by Alexander Key. Winston. 224 pp. $2.00.* Daniel Boone and George Washington

* The books starred are of outstanding merit and quality.

meet on a youthful adventure. Eminently readable, absorbing and historically sound.

SONS OF LIBERTY. *By Gertrude Robinson. Illustrated by Woodi Ishmael. Dutton. 248 pp. $2.00.* Stimulating story of a young boy's contribution toward freeing his country during the Revolution.

YOUNG SHANNON: SCOUT WITH LEWIS AND CLARK. *By Grace Curl. Illustrated by Paul Lantz. Harper. 236 pp. $2.00.* Absorbing account of this stirring expedition told from the point of view of its youngest member, based on actual facts.

SHEEP WAGON FAMILY. *By Myra Reed Richardson. Illustrated by Eloise Wilkin. McBride. 218 pp. $2.00.* The battle between sheep-men and cow-men in Wyoming is the background for a realistic story with a twelve-year-old heroine.

LITTLE TOWN ON THE PRAIRIE. *By Laura Ingalls Wilder. Illustrated by Helen Sewell and Mildred Boyle. Harper. 228 pp. $2.00.* Another of this author's appealing little girl stories with vivid historical background derived from her own pioneering family. Sequel to *The Long Winter.*

VANISHED ISLAND. *By Cornelia Meigs. Illustrated by Dorothy Bayley. Macmillan. 258 pp. $2.00.* Exciting yarn of a boy's adventure on a Mississippi steamer at the end of the last century, marked by fine characterization.

*AUGUSTUS AND THE MOUNTAINS. *Written and illustrated by Le Grand. Bobbs-Merrill. 136 pp. $1.75.* Humor, mystery and zestful boyhood adventure follow this well-loved family who leave their Mississippi houseboat to go visiting in the Kentucky Mountains.

*CAPTAIN KIDD'S COW. *By Phil Stong. Illustrated by Kurt Wiese. Dodd Mead. 122 pp. $2.00.* A group of modern, resourceful boys go a-pirating down the Des Moines River on a flatboat. Action, excitement and plenty of humor.

THE BISCUIT EATER. *By James Street. Illustrated by Arthur Fuller. Dial Press. 88 pp. $2.00.* Heart-warming story of a boy whose love and loyalty changed a no-account hound into a near champion.

HIGH COURAGE. *Written and illustrated by C. W. Anderson. Macmillan. 126 pp. $1.75.* A fine story of horses and racing, with plenty of action as well as entertaining horse lore and excellent sketches.

THE SATURDAYS. *Written and illustrated by Elizabeth Enright. Farrar & Rinehart. 176 pp. $1.75.* Four ingenious New York children pool their allowances and achieve surprising, rollicking adventures.

*A TREE FOR PETER. *Written and illustrated by Kate Seredy. Viking. 102 pp. $2.00.* How a little lame boy comes to transform the Shantytown which is his home. Social purpose is skilfully woven into a beautiful and tender story, with exquisite pictures.

THE MOFFATS. *By Eleanor Estes. Illustrated by Louis Slobodkin. Harcourt, Brace. 290 pp. $2.00.* Humor and genuine quality in a quiet story about the daily life of a New Haven family twenty years ago.

SAILOR IN THE SUN. *By Robb White. Illustrated by Edward Shenton. Harper. 242 pp. $2.00.* Both sad and cheerful is this story of an eleven-year-old girl who, disguised as a boy to placate her girl-hating uncle in Florida, learns to sail and build boats.

THE STRANGER IN PRIMROSE LANE. *By Noel Streatfeild. Illustrated by Richard Floethe. Random. 338 pp. $2.00.* Convincing and engrossing tale of appealing English children and a German spy during this war.

THE BIG SIX. *Written and illustrated by Arthur Ransome. Macmillan. 354 pp. $2.00.* A top-notch detective story, ingenious and quick moving, in which a group of resourceful English children track down the guilty one.

VISITORS FROM LONDON. *By Kitty Barne. Illustrated by Ruth Gervis. Dodd Mead. 262 pp. $2.00.* Good characterization of city and country families in England makes an interesting picture of the contemporary situation.

THE SHIP AGROUND. *By C. Fox Smith. Illustrated by C. Walter Hodges. Oxford. 222 pp. $2.00.* Rare good yarn of pirates and buried treasure, well written in the best "Treasure Island" tradition.

PEGEEN. *Written and illustrated by Hilda van Stockum. Viking. 268 pp. $2.00.* Sensitive picture of the Ireland of today in a bright, realistic story of an irrepressible little girl.

*THE LEAST ONE. *By Ruth Sawyer. Illustrated by Leo Politi. Viking. 90 pp. $2.00.* Moving tale of a Mexican boy and his little burro, illuminated with drawings that have genuine local feeling.

AMERICA WAS LIKE THIS. *By Emma Gelders Sterne. Illustrated by Oscar Ogg. Dodd Mead. 198 pp. $2.00.* Stories from the time America was something new under the sun until the present day, told from a child's point of view.

*GROWING UP WITH AMERICA, AN ANTHOLOGY. *By May Lamberton Becker. Stokes. 340 pp. $2.50.* Collection of stories, showing youth's part in the growth of America, in a fascinating patch-work quilt of varied backgrounds. Good for reading aloud.

GRAB BAG: STORIES FOR EACH AND EVERY ONE. *Compiled by Lavinia R. Davis and Marjorie Fischer. Illustrated by Leonard Weisgard. Doubleday. 312 pp. $2.00.* An excellent collection of stories suitable for reading alone or aloud.

THE LONG CHRISTMAS. *By Ruth Sawyer. Illustrated by Valenti Angelo. Viking. 200 pp. $2.50.* Thirteen unusual Christmas stories in a beautiful book for the literary child.

FOR OLDER BOYS AND GIRLS

Ages Twelve and Over

UNFINISHED SYMPHONY: THE STORY OF FRANZ SCHUBERT. *By Madeleine Goss. Illustrated by Karl M. Schultheiss. Holt. 308 pp. $2.50.* Sympathetic biography of this fine, modest and human composer.

SONG WITHOUT WORDS. *By John Erskine. Illustrated by William Spielter. Messner. 206 pp. $2.50.* A scholarly approach to the life and times of Felix Mendelssohn.

RICHARD WAGNER. *By Gladys Burch. Illustrated by Robert Burch. Holt. 572 pp. $2.75.* A fine biography of this most controversial composer, with entertaining synopses of his operas.

*SONG OF THE NORTH. *By Claire Lee Purdy. Illustrated by Susanne Suba. Messner. 274 pp. $2.50.* A delightful young biography of Edvard Grieg, with a keen flavor of Norway, and an inspiring picture of the composer.

*FINLANDIA: THE STORY OF SIBELIUS. *By Elliott Arnold. Illustrated by Lolita Granahan. Holt. 242 pp. $2.50.* Nearly sixty years of stirring Finnish history forms the background for this fine biography of a great living patriot and composer.

THE SHOEMAKER'S SON: THE LIFE OF HANS CHRISTIAN ANDERSEN. *By Constance Buel Burnett. Random. 314 pp. $2.50.* Hans Andersen brought to life in a virile, sympathetic biography—from his early humble beginning to his lonely satisfying years of fame.

WALT WHITMAN: BUILDER FOR AMERICA. *By Babette Deutsch. Illustrated by Rafaello Busoni. Messner. 278 pp. $2.50.* Good, solid biography, plus a hundred pages of well-chosen poems from Whitman's works, are meat for the literary reader.

THE MAN WHO WOULD NOT WAIT. *By Mary Tarver Carroll. Longmans. 224 pp. $2.00.* Good, readable story of the life and times of Aaron Burr. A "must" for young students of American history.

THEODOSIA: DAUGHTER OF AARON BURR. *By Anne Colver. Illustrated by Elinore Blaisdell. Farrar &*

(Continued on page 22)

* The books starred are of outstanding merit and quality.

New Books by Favorite Authors

★ ★ ★

AN AMERICAN ABC

By Maud and Miska Petersham

A glorious panorama of our national inheritance. Twenty-six dramatic stories and beautiful full-page pictures in five colors present the great men, events and attributes of America that have made this country the land of the free and the home of the brave! A book that young people of all ages will love. $2.00

YOU SHALL HAVE A CARRIAGE

By Elizabeth Coatsworth

Jed Mitchel promised his mother that one day she would have a carriage. His hard work and resourcefulness turned Bad Luck Plantation into Good Luck Plantation, and brought them success. Illustrated. (Ages 10-14.) $2.00

HIGH COURAGE

By C. W. Anderson

Bobcat was a proud and wilful horse. But his young Maryland mistress trained him with love and care until finally he proved his courage and valor to everyone! Beautiful lithographs by the author. (Ages 10-14.) $1.75

JORY'S COVE

By Clare Bice

A friendly story about the everyday adventures of little Jamie who lived in a tiny Nova Scotia fishing village. Charming color pictures. (Ages 6-10.) $2.00

WINGS IN THE SUN

By Frances M. Wykes

Two girls spend a winter on a tiny Florida island with days full of new friendships, and new exciting experiences. Illustrated. (Ages 10-14.) $2.00

VANISHED ISLAND

By Cornelia Meigs

A boy in the 1890's takes a job on a Mississippi steamboat, and an exciting winter teaches him reliability and self-confidence. Illustrated. (Ages 10-14.) $2.00

LITTLE BROWN HEN

By Dorothy Parmlee Farrow

Here is an appealing new story with all the fine qualities of an old fable. It is the story of a motherly hen, a treacherous fox, and a cowardly little rabbit. Pictures in two colors by Frank Dobias on every page. (Ages 4-6.) $1.00

LITTLE TOWN

By Berta and Elmer Hader

"Little Town" is your town, my town, any little town like hundreds in America. Over eighty full-page pictures, many in color, and brief interesting text take you all over Little Town. A colorful panorama of small-town life. (Ages 4-8.) $2.00

The Macmillan Company ★ 60 Fifth Avenue ★ New York

BOOKS of the YEAR for CHILDREN

(Continued from page 20)

Rinehart. 292 pp. $2.00. A sympathetic presentation of Aaron Burr's story adds to this moving chronicle a fascinating young woman.

NICHOLAS ARNOLD, TOOLMAKER. *By Marion F. Lansing. Illustrated by Armstrong Sperry. Doubleday. 278 pp. $2.00.* The dramatic story of a young mechanic who, with Eli Whitney, invented a method for gun manufacture, a forerunner of today's mass production in America.

*RUBBER'S GOODYEAR. *By Adolph Regli. Illustrated by George Annand. Messner. 248 pp. $2.50.* A moving story portraying the indomitable spirit of a man whose inventions in the 19th century formed the basis for one of America's greatest industries.

NARCISSA WHITMAN: PIONEER OF OREGON. *By Jeanette Eaton. Illustrated by Woodi Ishmael. Harcourt, Brace. 318 pp. $2.50.* Fine story of the first white woman in Oregon, and her journey there with her missionary husband and his friends.

DOWN RYTON WATER. *By E. R. Gaggin. Viking. 368 pp. $2.00.* Unusual tale of the Pilgrims in England, Holland, and then America. Told by the young son of one of them, whose reasons for loyalty to his new country are applicable to-day.

*WHISTLE ROUND THE BEND. *Written and illustrated by Erick Berry. Oxford. 266 pp. $2.00.* The hazardous fight to build the New Haven Railroad makes an engrossing story, peopled with convincing and likeable young characters.

BY PADDLE WHEEL AND PACK TRAIN. *By John Hamlin. Illustrated by Charles Hargens. Lippincott. 266 pp. $2.00.* An exciting picture of American travel during the gold rush days in a boy's adventures from New England to California.

STORIES OF THE UNDERGROUND RAILROAD. *By Anna L. Curtis. Illustrated by William Brooks. Island Workshop Press Co-Op. 116 pp. $1.75.* Fascinating stories of the escape system used by Quakers to free Negro slaves, with emphasis on the part played by children.

LOUIS ROTH: FORTY YEARS WITH JUNGLE KILLERS. *By Dave Robeson. Caxton. 242 pp. $3.00.* A real-life "thriller"! What it takes to make a circus animal trainer described in a breathless adventure yarn.

THE WHITE PANTHER. *By Theodore J. Waldeck. Illustrated by Kurt Wiese. Viking. 194 pp. $2.00.* Animal life in the jungles of British Guiana, in a convincing, well-written story.

PIANG, THE MORO CHIEFTAIN. *By F. P. Stuart. Illustrated by Robert Robison. Messner. 294 pp. $2.00.* Following the trail of an arrow shot into the jungle, the fourteen-year-old Chief-elect of his tribe and his companions prove their courage and fortitude.

THE BLACK TANKER. *By Howard Pease. Illustrated by Anton Otto Fischer. Doubleday. 312 pp. $2.00.* Mystery, espionage and murder circle about the cargo of oil, destined for the Japanese invader at a Chinese port, in an up-to-the-minute setting.

SMOKE EATER. *By Howard M. Brier. Illustrated by Louis Cunette. Random. 252 pp. $2.00.* A lively story of modern fire-fighters, with good action plus technical accuracy that should appeal to the red-blooded boy.

WORLD SERIES. *By John R. Tunis. Illustrated by Jay Hyde Barnum. Harcourt, Brace. 318 pp. $2.00.* The Kid from Tompkinsville marches on to greater baseball fame until he achieves the heights of starring in a World Series.

YOU'RE ON THE AIR. *By William Heyliger. Appleton-Century. 262 pp. $2.00.* So you want a radio job? Much information in a lively story.

BLUEBERRY MOUNTAIN. *By Stephen W. Meader. Illustrated by Edward Shenton. Harcourt, Brace. 310 pp. $2.00.* Fighting obstacles set by nature and by man, Buck Evans picks his way to success on the blueberry hills of Pennsylvania.

STAR-SPANGLED SUMMER. *By Janet Lambert. Illustrated by Sandra James. Dutton. 282 pp. $2.00.* A 21-cannon salute to this timely novel about present-day life in an army fort in the West during one exciting summer.

HIGH HURDLES. *By Frances Duncombe. Illustrated by Eleanor Iselin Mason. Holt. 250 pp. $2.00.* A mutual love of horses cements a friendship between two young people of divergent backgrounds in a warm, human story.

*GYPSY GOES TO COLLEGE. *By Chesley Kahmann. Illustrated by C. LeRoy Baldridge. Random. 342 pp. $2.00.* A Gypsy girl adjusts herself to college, and the college to her ideas, in an outstanding manner.

A PLACE FOR ANN. *By Phyllis A. Whitney. Illustrated by Helen Blair. Houghton. 212 pp. $2.00.* Young people of talent adjust to the economic problems of today in a good story.

INTO THE WIND. *By Gertrude E. Mallette. Illustrated by Norman Reeves. Doubleday. 296 pp. $2.00.* To win your cap at nursing takes more than trying for a "letter." A story with a challenge and strong moral fibre.

SUSIE STUART, M.D. *By Caroline A. Chandler. Dodd Mead. 232 pp. $2.00.* The difficulties and joys of a girl who achieves a medical career, in a book written by a woman doctor.

YANKEE BALLERINA. *By Marie-Jeanne. Dodd Mead. 234 pp. $2.00.* Dancing her way to success with the American ballet troupe, Sylvia Allen discovers that hard work can become fun.

SPECIAL INTERESTS

*THE OLDEST STORY IN THE WORLD. *By Louise Raymond. Illustrated by Marie Stern. Little Brown. 26 pp. $1.50.* This story of creation, in beautiful prose and exquisite pictures, makes a welcome bible introduction for the youngest. (5 to 10.)

THREE PRAYERS. *Illustrated by Pelagie Doane. Grosset & Dunlap. 28 pp. $1.00.* "The Lord's Prayer," "Now I Lay Me Down" and "Heavenly Father," done with beautiful illustrations and fine large lettering, in a delightful gift book. (3 to 6.)

A CHILD'S BOOK OF PRAYERS. *Selected by Louise Raymond. Illustrated by Masha. Random. 36 pp. $1.50.* New Testament prayers for children, with exquisite illustrations and format. (5 to 10.)

STARS TO STEER BY. *By Louis Untermeyer. Illustrated by Dorothy Bayley. Harcourt, Brace. 352 pp. $2.50.* Carefully selected poems, each with an introduction, in a book which parents and teachers will welcome to help beguile the indifferent child. (Over 10.)

SPICE HO! A STORY OF DISCOVERY. *By Agnes Danforth Hewes. Illustrated by Wilfred Jones. Knopf. 198 pp. $1.75.* A stimulating tale about competition in international trade in spices, well seasoned with the flavor of all the Indies. (10 and over.)

*AN AMERICAN A B C. *Written and illustrated by Maud and Miska Petersham. Macmillan. 54 pp. $2.00.* A most valuable book, combining factual American history with beautiful pictures for younger readers. (5 to 10.)

*TWENTIETH CENTURY INDIANS. *Text and photographs by Frances Cooke Macgregor. Putnam's. 128 pp. $3.00.* The American Indian as he is today—his life, his problems and his hopes—in a source book with beautiful photographs. (12 and over.)

*I SING AMERICA: A PAGEANT OF THE REGIONS. *By Clara Lambert. Illustrated by C. H. DeWitt. John Day. 184 pp. $2.50.* The American scene in a regional pattern—its geology and history, people and industry—

(Continued on page 24)

* The books starred are of outstanding merit and quality.

HARPER BOOKS

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by JAMES S. TIPPETT. "A good collection of simple, direct, understandable (and readable) verse for small children, about the small creatures of fields and woods and countryside . . . exceptionally nice drawings in black and white."—*Virginia Kirkus.* Larger in format than Mr. Tippett's previous popular books, with text handset in Centaur type. Cloth. Ages 4 to 8. $1.00

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by JANETTE SEBRING LOWREY. The lovable story of three little sisters who lived in a small Texas town in the early 1900's and wanted a Shetland pony more than anything else. Six full-page full-color pictures and many black and white drawings. Ages 8 to 12. $2.00

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A few of the*
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for 1941

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(*author of "Roller Skates," which won the Newbery Medal, 1937*)

Thirteen stories, one for each day from Christmas to Epiphany, perfect for reading aloud. Except to those who have attended Ruth Sawyer's story hours, these will be new. Only one has been previously published: the beloved "*Voyage of the Wee Red Cap.*" *A gift edition designed and decorated by Valenti Angelo and printed in two colors.* (Ages 9 to 15.) $2.50

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BOOKS of the YEAR for CHILDREN

(Continued from page 22)

in stirring ballad that is both inspirational and informational. (Adults and senior high school age.)

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NICKEL.

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MAN'S FIRST MILLION YEARS. *By Jannette M. Lucas. Illustrated by James MacDonald. Harcourt, Brace. 278 pp. $2.00.* Anthropology, simplified to make it comprehensible and interesting to young readers. (10 and over.)

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*HELP WANTED—FEMALE! *By Margaretta Byers. Messner. 386 pp. $2.50.* Just what the career girl wants to know about the fashion field, in a very readable book packed with up-to-date information. (High school age.)

*LADY EDITOR. *By Marjorie Shuler, Ruth Adams Knight and Muriel Fuller. Dutton. 288 pp. $2.00.* What to know, look for, and expect when you go out to find a job in the newspaper or publishing business. For any woman, young or old, who is thinking of a job or is "trying to write."

PUZZLE ME THIS. *By Edna Yost and Janet McMaster. Illustrated by Elizabeth Ripley. Oxford. $1.00.* A book of twenty different crossword puzzles that will make for many hours of fun for the young reader.

HOW TO MAKE IT BOOK OF CRAFTS. *Written and illustrated by Curtiss Sprague. Bridgman Publishers. 248 pp. $3.00.* A practical, easy-to-follow craft book, with emphasis on articles made from inexpensive materials available now. (12 and over.)

*HOW TO SEW. *Written and illustrated by Nina R. Jordan. Harcourt, Brace. 234 pp. $2.00.* Clear directions and ideas for the beginner, young and old. (10 and over.)

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☐ **PETE AND PETER**

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1941 JUNIOR BOOKS

DOUBLEDAY, DORAN, Garden City, N. Y.

Children's Radio Programs

THREE new children's programs have appeared recenty in the late afternoon hours—all sustaining programs on the National Broadcasting Company's Blue Network.

Adventure Stories—NBC (Blue), 5:00 p.m., E.S.T., Monday through Friday.

Story-telling at its best. Exciting, true episodes about pioneers, war heroes, Indians of the North and South Americas, told with superb dramatic effectiveness by the well-known author of the Renfrew stories. Each program is a complete episode. (Eight and over.)

Secret City—NBC (Blue), 5:15 p.m., E.S.T., Monday through Friday.

A group of boys in a realistic setting of small-town politics and intrigue embark on various boyish adventures. Too new for a critical judgment at this time. (Eight to twelve.)

Flying Patrol—NBC (Blue), 5:30 p.m., E.S.T., Monday through Friday.

A serial story of the U. S. Coast Guard air service—with a youthful hero, a villain, plots and counterplots, and much information about airplane operation. A good presentation, though somewhat overlaid with the continual hum of airplane motors—which may not disturb the young listeners as it does their elders. (Eight to twelve.) J. F.

A PANEL DISCUSSION, "Radio and Our Children," will be held on November 13 at the headquarters of the Child Study Association. Its purpose is to bring together the people most intimately concerned with children's radio programs—the producers, writers, directors, psychiatrists, psychologists and parents—in an attempt to analyze the fundamental problems and needs of children's radio and to formulate practical ways for meeting them. A report of this discussion will appear in the next issue of CHILD STUDY.

Among the questions to be discussed are:

What is a "good" program for children? What is a "bad" program? How can we arrive at standards, both negative and positive, which will take account of the wide variety of the radio audience?

How can we invite creative efforts for children's programs? How can a more satisfactory liaison be created between producer, artist, advertising agency and broadcasting company?

How can children's programs be made both commercially successful and artistically acceptable?

Will wider use of recordings solve this problem?

What is "propaganda" in a children's program—and when and how far is it acceptable?

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"Mrs. Meadowcroft has written a clear and absorbing biography of Benjamin Franklin for those children who are interested in people but are as yet too young to enjoy the usual biographies. She portrays Franklin as an energetic man, alert to all new ideas and even at the end of his life eager to know more of the world about him. Not only is this a vivid story of one of America's heroes and his great loyalty to his country, but it gives an excellent picture of the vigorous days in which he lived."—*Library Journal.*

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SQUIRLY

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Squirly sold his birthright for a mess of plumage! Virginia Hill and the artist Gondor, in this touching picture and story book for children, tell how a piggy made a mistake typical of people. You'll laugh and love it. $1.25

STORIES OF THE UNDERGROUND RAILROAD, by Anna L. Curtis (illustrated by William Brooks)—Tales of the system by which Quakers helped free Negro slaves before the Civil War. (Juvenile.) $1.75

BOOKS FOR ADULTS

THROUGH CHILDREN'S EYES, by Blanche C. Weill—True stories from the experiences of a practicing child psychologist. Adjudged one of the six best books of the year for parents. $2.75

TROTT, by Andre Lichtenberger—A classic about children, for adults. French editions sold 250,000 copies. Beautifully printed. $2.00

ABOUT TOM, by Irma Weill (illustrated by Marty Links)—A period in the lives of two children in a happy family. Of psychological interest to parents. A charming book for all who love children. $1.75

ISLAND PRESS 470 West 24th Street New York, N. Y.

News and Notes

Metropolitan Junior Museum

An innovation in the form of a Junior Museum has been opened this fall at the Metropolitan Museum of Art in New York. Under the Metropolitan's Department of Education a greatly enlarged program for young people, centering in this Junior Museum, has been planned.

Although the Metropolitan Museum has been working with New York school children for many years, it has never before had the proper facilities. Now the Junior Museum is able to provide its free services and facilities for 800 to 1,000 children per day, including special checkroom, toilets, meeting room, lunch room and reception room on the first floor of the Museum which is adjacent to the Park entrance, and easily accessible to school buses.

Under the new director, Alfred Busselle, Jr., two new features have already been developed: a separate library of books suited to children's tastes, and special galleries where lively exhibitions will be held. A recent exhibition of Greek athletics as portrayed in Greek art, proved extremely popular with the children, especially the boys.

Copies of the calendar of events, issued monthly from October to June, may be obtained by writing to the Secretary of the Museum.

Nursery Education Mobilization

The National Association for Nursery Education has found cause for concern for the welfare of the nation's children in the reports that come from areas in which defense activity is centered. In the overcrowded housing conditions around cantonments, army, navy and air bases, and in the areas surrounding defense industries, children are living under conditions that subject them to hazards of every kind. Large numbers of families are crowded into trailer camps, with poor sanitation facilities, and no play space or other provision for children. Especially where women are employed in large numbers there are many instances of children found locked in parked cars during their parents' working hours.

A program to strengthen nursery education facilities in order to safeguard the physical and mental health of these children is already under way. Through its Public Relations Committee, under the chairmanship of Dr. Dorothy W. Baruch, the National Association for Nursery Education is mobilizing volunteers who are trained in work with young children and securing information as to the areas in which the greatest need exists. This committee is setting up an organization in each state to serve as headquarters for registration of workers and for the organization and supervision of a program that meets the needs of each state.

The Association is anxious to utilize fully the resources of every state. It is urgently requested that anyone with authoritative information regarding areas in which need exists, or anyone who is qualified for work with young children get in touch with Mrs. Lois Swanson, 2039 Ivar Avenue, Hollywood, California.

Children Also Are People

Beginning December, 1940, the Department of Education of the Columbia Broadcasting System introduced a series of radio talks, "Children Also Are People," to bring before the large radio public the recent advances in the field of child guidance. Now representative selections from this series have been published in the form of a pamphlet which includes addresses by Sidonie Matsner Gruenberg, Dr. Benjamin Spock and Pauline Rush Fadiman, of the Child Study Association.

Copies of "Children Also Are People" (price fifteen cents) may be obtained by writing to the Department of Education, Columbia Broadcasting System, 485 Madison Avenue, New York City.

Educational Policies Commission

The new report of the Educational Policies Commission on "The Civilian Corps, the National Youth Administration and the Public Schools" is now ready. This pamphlet goes to the heart of the issue which has been developing during the past eight years. It demonstrates how the CCC and the NYA have become agencies for federally controlled education as well as employment, and that this operation of education by the federal government can no longer be regarded as a temporary emergency matter, but must be re-examined in the light of long-term possibilities. This pamphlet proposes a comprehensive educational program for American youth in which the federal government and state and local educational authorities can work together, without the necessity for separate federal youth agencies.

(*Continued on page 32*)

An Important New Edition

THE CHILD

His Origin, Development, and Care

By FLORENCE BROWN SHERBON, M.D.

Professor of Child Care and Development
Department of Home Economics
University of Kansas

NEW SECOND EDITION
755 pages, 5½ x 8, illustrated. $3.50

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COMPREHENSIVE, stimulating and authoritative, this widely used text on the science of child-bearing and child-rearing has come to be regarded as one of the best books on the subject.

The author integrates the treatments of the origin, development, and care of the child in such a way as to provide college parents and future parents with a handbook of permanent and enduring usefulness, which will give them a modern, scientific grasp of the range and implications of parenthood and child growth.

In the revision, an effort has been made to achieve greater integration and unification of treatment by a reorganization of subject matter, bringing together the discussions of physical and mental development and training.

Considerable recent scientific material has been added in the endeavor to build up a coherent theory of growth and development, including evolution, prenatal development, etc., consistent with the current trend in all branches of science, toward a realization that "the sciences" are becoming one science.

Material has been added covering the structure and function of the human body and the prenatal development of the child.

A chapter on the sick child has been added for the convenience of the student who becomes a mother and still uses her child care text as a guide.

There is a new chapter on art and culture in the life of the child.

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In the Magazines

The Djinn in the Bottle. By Dorothy Canfield Fisher. Journal of Adult Education, October, 1941.

Like the djinn of the Arabian Nights leisure is, in itself, neither good nor bad, but something for mankind to command. Adult education means more than reading or writing, it means an effort *to understand* as much of our life as we can—to understand it as citizens, as parents, as individuals, as members of communities.

The Psychiatric Aspects of Civilian Morale as Related to Children. By D. A. Thom, M.D. Mental Hygiene, October, 1941.

British psychiatrists agree that the neuroses of civilians in England today are confined almost exclusively to those who had shown signs of neurotic instability before the war—"No breakdown has as yet been seen in a civilian who was a well-adapted personality before the war." Dr. Thom therefore emphasizes the importances of developing a well-organized personality during the period of childhood.

What Chinese Parents Can Teach Us. By Pearl S. Buck. Parents' Magazine, November, 1941.

Miss Buck believes that Americans are fundamentally insecure, the Chinese fundamentally secure. This Chinese security comes about because in their great tolerance the Chinese do not overtrain their children —nothing is demanded or expected of a child until he is ready to achieve it; and each Chinese child comes immediately into his community of grandparents, uncles, aunts, etc., where there is diffused love and the security of knowing his own place.

The Family in England in Wartime. By W. Somerset Maugham. Marriage and Family Living, Winter, 1941.

The common dangers of war-torn England have not undermined family life but have brought its members closer. Blackouts and air raids force families to spend more evenings together; but more important, they all share the same absorbing preoccupation for the successful outcome of the war. Especially with working class families, where the relationship between mother and children has always been very close, the war and evacuations have served to deepen these attachments without lessening the time-honored tendency of the family in England to allow a great deal of independence to all its members.

THE SCIENCE OF NUTRITION THE BASIS FOR CHILD FEEDING

(*Continued from page 5*)

these food values can be best supplied in a good diet of natural foods.

In making a good diet of natural foods possible for every child in your community, it seems to me that there are three main responsibilities. First, you should see that the diets of your own children measure up to the standard of a good diet. You should see, also, that your children form good food habits that will continue to be a health asset to them throughout their lives. Second, pass on what you know to others by helping them to plan better meals, and to prepare those meals more attractively and with less waste of food values.

Third, you can help to see that the children in low-income families in your community get the advantage of available assistance of local, state, or federal agencies. Special programs, such as the food-stamp plan, free school lunches, and low-priced milk can help to take up the slack in the diets of children from families who cannot afford even the low-cost assortment of foods that make up a well-balanced diet.

BOOK REVIEWS

(*Continued from page 17*)

skill and artistry. Records gathered during nine years of teaching in the Harriet Johnson Nursery School form the basis of her study. Their special significance lies in her sensitive and sympathetic quality as an observer, her real awareness of the child as a developing person and of the meaningfulness of experience for him.

So skillful are Miss Woodcock's observations in the fields which she has chosen to record—physical characteristics, behavior style, language, intellectual understanding, social relations, play, humor, that one cannot help feeling disappointed that she offers so little about other important aspects of the child's development. The nursery teacher has a rare opportunity to observe the child's developing attitudes toward food and feeding, toilet training, his own body, and that of others. Miss Woodcock herself suggests that she has been keenly aware of the two-year-old's reaction to the birth of a new baby in the family—yet she gives only the briefest summary about this subject. Parents and teachers need more understanding of these matters.

HELEN G. STERNAU

The Book for Which CHILD STUDY Readers Have Been Waiting

A NEW BOOK has just been published that is being greeted by doctors, educators, and, most important of all, parents, as a great contribution to parent-child relations. This book is called *The Parents' Manual.* Its author is Anna W. M. Wolf, Senior Staff Member of the Family Consultation Service of the Child Study Association. It is written in the same friendly and non-technical style as the many articles Mrs. Wolf has contributed to *Child Study* and other magazines.

The Parents' Manual differs from other books for parents in many vital ways. It is a complete guide to the *emotional* development of children. It considers the difficulties of the parents as well as those of the children. Instead of rules, *The Parents' Manual* brings the reader sane advice on many problems Mrs. Wolf has found arising most frequently in her many years of experience as both a leading child psychologist and a mother. Most important of all, it shows how one can truly *enjoy* one's children.

A CONDENSED TABLE OF CONTENTS

I. BRINGING HOME THE BABY. Sensible routines; when to break them—Meaning of thumb sucking.

II. WHAT SHOULD WE EXPECT OF OUR CHILDREN? The feeding problem; what not to do about it—Bladder and bowel training.

III. DISCIPLINE. How to see things from child's point of view—Crime and punishment.

IV. BROTHERS AND SISTERS. How to prepare an only child for a new baby.

V. THE CHILD AND HIS FRIENDS. The art of taming a bully—Nursery school may fill a real need.

VI. SEXUALITY IN CHILDHOOD. Answer all questions—Be sure you call a spade a spade—Masturbation, causes and meaning.

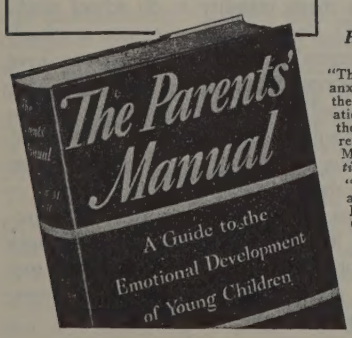
VII. THINGS TO MAKE AND DO. Suggested toys for all ages—The art of concentration and how to encourage it.

VIII. THE FORGOTTEN FATHER. Children need fathers as much as they need mothers.

IX. PSYCHOLOGICAL GROWING PAINS. What is a problem child?—The emotional basis of physical ills—Six ways to help young stammerers—Tantrums, tears, timidity—When to consult a psychiatrist.

X. PROBLEM PARENTS. The secret of getting along with children.

XI. WHAT IS CHARACTER EDUCATION? Importance of moral values—Ethics by example.



Some Typical Family Problems

How, for instance, would you meet these typical family situations? *Your child refuses to eat at mealtimes, or else takes so much time and persuasion that your own patience and digestion are regularly upset three times a day.* Would you force him to eat all his dinner—or not let him eat any? Would you allow him to eat between meals? Would you bribe him to eat? See pages 37-46 in *The Parents' Manual.*

Your child may begin asking about sex differences, or how babies are born. He may reveal, to your alarm, that the neighbors' children have beaten you to it. Would you try to spiritualize the facts of birth? Start with the birds and bees? How would you treat the child who has never asked any questions about sex—yet is of an age to know about it? See pages 159-177.

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The partial Table of Contents at the left will give you just an inkling of the scope of the difficulties that are understood and advised upon by the author. On each problem, small and large, unusual and everyday, Mrs. Wolf gives sound, readable, common sense advice. And behind every piece of advice there are specific cases where it was tried and found to *work.*

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SCIENTIFIC FEEDING

(*Continued from page 10*)

desserts which are rich only in starches and sugars, and she would offer her child a good basic diet of milk, eggs, vegetables, meat, fruit, and whole grain cereals. This sort of diet would allow him not only to select the food elements and vitamins that we know are necessary, but it would also give him a chance to take in other elements which may be vital to human health, but which are still unknown to us. For we do not yet have all the answers.

A scientific attitude toward feeding would include this third aspect: it would be considered important to let children enjoy their meals. Satisfaction is the motivating force back of successful mealtimes. In nature's scheme for human survival, every function that is truly important for the preservation of the race has been made pleasant—so that it will be repeated. One of the primary purposes of our senses is to give pleasure and so encourage useful development. Until eating is firmly established as an agreeable habit, it is good sense and good science to forget about the proprieties and to consider it important that food smells, tastes and feels pleasant and that the child is surrounded with comfort and affection while he eats.

INTELLIGENCE TESTING

(*Continued from page 8*)

"constant" ratios on repetition, show considerable variability. This may be due to change in rate of growth, or to slight variation in measurement, or to other factors. At any rate, these variations do exist. It is hard to see why we expect greater precision in the much more complex field of mental measurement.

If by "constancy" is meant agreement in classifying the same child approximately the same way and making the same interpretation of the test results about the child's capacities for education and vocation, then the I.Q. is fairly constant—always keeping in mind certain limitations and reservations. The testing must be good, cooperation must be satisfactory, no gross changes in the condition of the senses, in emotional state, in foreign language factors and the like should be introduced, and what is most important, comparisons of I.Q.'s must be made within a certain period of the child's life. An I.Q. obtained at the age of three, for example, cannot be compared with one found at the age of ten. The two are not comparable. Nor can one at age ten be compared with that secured at twenty. Below age five or six, intelligence test scores are only rough approximations, and above age sixteen I. Q.'s are merely numerical extensions of earlier results, and therefore apt to go off somewhat. For the vast majority of children between the ages of six and sixteen, we can expect I.Q.'s for the same child to agree within ten points, if the factors previously mentioned as disturbing the I.Q. are not present to a marked degree in any of the test situations. To that extent, and that extent only, is the I.Q. "constant."

Briefly, then, this is the writer's position on the question of intelligence tests and the I.Q.:

1. Intelligence tests have an important place in education, in vocational guidance, in industrial personnel work, in personnel selection in the armed forces, and in many other areas of personnel selection.

2. The group intelligence test is useful in furnishing a crude estimate of academic ability for perhaps 75 per cent of the population.

3. Only the individual intelligence test, administered by a trained psychologist, in conjunction with other psychological procedures, can yield an analysis of a child's abilities that differentiates that child from other children and makes possible individual educational and vocational guidance.

4. The intelligence test, group or individual, measures only one aspect of intelligence, that is the capacity for academic learning; although the individual test, in the hands of a skillful psychologist also produces evidence along other avenues of intelligence and personality.

5. While most changes in environment do not alter intelligence test results materially, there are some conditions that do not permit of accurate measurement. Among these are lack of cooperation on the part of the child, gross cultural and language differences, gross sensory defects, mental disease, and severe emotional disturbances.

6. Low I.Q., especially if obtained on a group test, does not always mean inability to do school work, nor does high I.Q. always guarantee success at school.

7. There are several new measures that do not have many of the objections associated with the I.Q. One or more of these will probably displace the I.Q. ultimately, and this will be a step forward. At present, however, psychologists are not permitted by parents and educators to abandon the I.Q.

8. Strictly speaking, the I.Q. is not constant. Practically speaking, the I.Q. is fairly constant for ages six to sixteen, provided proper test procedures have been employed, and provided also that factors interfering with proper testing are not present.

CHILDREN'S EYE DIFFICULTIES

(Continued from page 13)

basis of a good many cases of reading disabilities. Eye dominance is inherent in the child, and cannot be changed. Usually it is the eye with better vision, but not always. There is a simple test for eye dominance that may be used by parent or teacher whenever the question of reading difficulty arises. A small hole, about the size of the thickness of a pencil, is made in a piece of cardboard, ten inches long and five inches wide. A candle-light or other illuminated object is placed twenty feet away. The cardboard is grasped by the two hands at arm's-length and then brought up in front of the eyes. The distant light is then found by looking through the small hole. Invariably, the dominant eye will find the light. When the left eye is dominant, we may anticipate some difficulty with reading.

All parents want their children—and nowadays it is often their child—to be bright, intelligent, and cultured. Books are showered on them, special lessons in music, art, mechanics, languages, and what not, are given. All this is in addition to the usual studies at school, the indiscriminate reading of funnies, and the movies. These cultural activities are done largely through the eyes, and excessive use of the eyes for close work at any early age is partly responsible for the increasing amount of eye difficulties in childhood.

The question is, where shall we draw the line? No two children are alike. Certain fortunate ones, especially endowed, seem to be able to do enormous amounts of work with the eyes and yet have no trouble. Others are not so fortunate, and the amount of eye work must be limited to avoid eye difficulties. There should be more outdoor activity during childhood. Manual diversions should be encouraged, speech should be improved, and hearing trained to be more retentive and valuable in acquiring knowledge and entertainment. Children with a tendency to eye difficulties should get away from using their eyes too much during the early growing years. After they are fully grown, after adolescence, they will be able to use their eyes to better advantage and with much less difficulty than in childhood. If they must do reading outside of school work, limit it to one book a month. The print should be large, and the light adequate, preferably daylight. Reading at night and in bed is undesirable. The book should not be held too close to the eyes; and if this way of reading is continued, in spite of advice to the contrary, it may be an indication that something is wrong and requires investigation. Reading should be done for short periods, preferably not longer than one-half hour at a time. The eyes should then be rested by looking off into the distance for several minutes. It is better still to stop reading and do something else.

Attention to eye difficulties in childhood will pay dividends in eye comfort and usefulness in years to come. Understanding and appreciation of these difficulties by parent and teacher will help the child and the eye physician in whose care the patient is entrusted.

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By Sidonie Matsner Gruenberg, Director of the Child Study Association of America

TUESDAY, NOVEMBER 18, 1941, at 6:30 P.M.

over WEAF and the Red Network of the National Broadcasting Company

Mrs. Gruenberg will present the highlights of the addresses given at the Annual Institute of the Child Study Association

BACK COPIES

There are still available a number of back copies of the Spring, 1940, issue and the Summer, 1941, issue of CHILD STUDY.

These may be obtained at the reduced price of twenty cents each, by writing to Child Study Association headquarters, 221 West 57th Street, New York.

SPRING, 1940, discussed the subject: "Are the Cardinal Virtues Out of Date?" Contributors were Frank N. Freeman, Janet Fowler Nelson, Sidonie Matsner Gruenberg and Josette Frank.

SUMMER, 1941, "Children Playing." Articles and suggestions for play for children of all ages by Louise Ireland Grimes, Dorothy W. Baruch, Clara Lambert and John R. Tunis.

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NEWS AND NOTES

(Continued from page 26)

Copies of this pamphlet (price 25 cents), which should be of interest to all concerned with education even if they disagree with the recommendations, can be obtained from the Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington, D. C.

Council for Democracy

The Council for Democracy, a national organization for the propagation of an American faith in democracy, has just published a booklet entitled "Defense on Main Street." Prepared in cooperation with the National Federation of Business and Professional Women's Clubs, and containing an eloquent introduction by Raymond Gram Swing, this pamphlet answers the "What can I do?" queries of millions of Americans and is a guide book for local activities for defense and democracy. Copies (twenty-five cents) can be obtained from the Council for Democracy, 285 Madison Avenue, New York City.

Defense Savings

The Defense Savings plan has been inaugurated by the United States Treasury Department for the express purpose of bringing to men and women throughout the country an educational message of great importance. The threefold purpose of the Defense Savings plan can help at least in a measure to accomplish this.

First, of course, is the opportunity which is afforded through the purchase of defense bonds and stamps to perform a much-needed patriotic service. The government is asking for a loan now and scaling its demands to fit the resources of all citizens.

The Treasury looks upon this loan as a valuable anti-inflationary measure. The unrestricted purchase of consumer goods is bound to cause a rapid rise in prices which may readily bring on a serious inflation with the resultant breakdown of our economic system. This can be stemmed, if not entirely averted, by consistent and widespread investment in Defense Savings securities.

Finally, there is the appeal to common sense. The present high wages and large percentage of employment will inevitably be reduced when the present emergency is relaxed. Bonds held until that time will prove not only a sound financial investment but will protect the country against the disabling shock of widespread want.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1941.

State of New York } ss.
County of New York }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Managing Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 221 West 57th Street.
Editor—None.
Managing Editor—Pauline Rush Fadiman, 221 West 57th Street.
Business Manager—Charlotte Williams, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York, N. Y., Mr. W. Carson Ryan, President; Mrs. George Van Trump Burgess, Mr. Frank E. Karelsen, Jr., Mrs. Everett Dean Martin, Mrs. Hugh Grant Straus, Vice-Presidents; Mr. Beardsley Ruml, Treasurer.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)
None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by her.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

PAULINE RUSH FADIMAN,
Managing Editor.

Sworn to and subscribed before me this 1st day of October, 1941.

WALTER L. BISHOP,
(Seal) Notary Public, Queens County.
Queens Co. Clk's No. 137, Reg. No. 4557.
N. Y. Co. Clk's No. 47, Reg. No. 3-B-31.
Commission Expires March 30, 1943.